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PART 1 Introduction

This guide explains the scoring of the Expository Writing Folio items for Form A and Form B of the *TABE Complete Language Assessment System—English*: Level 1, Level 2, Level 3, and Level 4. Specifically, the guide describes the types of items on the Expository Writing test, explains the holistic scoring method, and provides general rubrics and sample responses for each item at each score level. A glossary of terms used in the general rubrics is found at the back of this guide. For administration of the Expository Writing test, refer to the Writing Test Directions and the Expository Writing Folio.

The Writing Test

The Expository Writing Folio contains five constructed-response items at each of the four levels. There are three types of items: *Write to Describe* (Items 1 & 2), *Write to Accomplish Tasks* (Items 3 & 4), and *Extended Writing* (Item 5).

Write to Describe

At each level, two items appear under the heading *Write to Describe*. For each of these items, the examinee is asked to describe a picture prompt in sentence form. Level 1 examinees are given a written prompt such as “What is this?” or “What is the man doing?” and are asked to write *one* sentence in response. In contrast, examinees at the upper three levels are asked to write *two* sentences about each picture with no written prompt. The pictures are designed to elicit more than one idea.

Write to Accomplish Tasks

At each level, two items appear under the heading *Write to Accomplish Tasks*. At Level 1 and Level 2, the first of these items is distinct from the second. At Level 1, the examinee must transfer four pieces of unordered personal information into a form. The second item utilizes a picture stimulus (multiple objects in a scene) and requires the examinee to list four of the items in the picture. At Level 2, the first item provides eight unordered parts of a brief letter and requires examinees to place the elements in the correct order. The second item involves listing four things the examinee would do to accomplish a task, such as cleaning the house. At Level 3 and Level 4, both items require the examinee to write a brief letter that appropriately addresses a detailed prompt. Specific functional objectives are in focus, such as requesting information at work.

Extended Writing

This single item requires the examinee to write one or more paragraphs in response to a stimulus. At Level 1 and Level 2, the stimulus is a sequence of four thematically related pictures. In each case, the first sentence is provided to set the context. At Level 1 only, the key words necessary to assemble sentences are provided below each picture. Level 2 examinees are expected to write in paragraph format. In contrast, Level 3 and Level 4 examinees are given a traditional topic that elicits a short composition. Level 3 examinees may write *one* or more paragraphs, whereas Level 4 examinees are asked to write at least *two* paragraphs.



Table 1 summarizes the distinctions between the three types of Expository Writing Folio items at the four levels.

Table 1—Summary of Item Types

Item#	Item Type	Level 1	Level 2	Level 3	Level 4
1 and 2	<i>Write to Describe</i>	Write one sentence to describe who/what is pictured and/or what is happening.	Write two sentences to describe what is happening.		
3	<i>Write to Accomplish Tasks</i>	Order and copy four pieces of information into a form.	Order and copy eight pieces of information into a letter.	Write a letter in response to a written prompt.	
4	<i>Write to Accomplish Tasks</i>	List four objects pictured in a scene.	List four things to accomplish a task.*		
5	<i>Extended Writing</i>	Write three sentences in response to a 4-picture prompt with key words (1 st sentence is given).	Write a paragraph (four sentences) in response to a 4-picture prompt (1 st sentence for the 1 st picture is given).	Write one paragraph in response to a written prompt.	Write two paragraphs in response to a written prompt.

* Write words or phrases appropriate to the prompt. Examinees are NOT required to provide a complete sentence, initial capital letter, or period.

PART 2 Holistic Scoring Method

The *TABE Complete Language Assessment System—English* Expository Writing Folio is scored using the holistic method. In this section, you will find a comprehensive description of the scoring procedures for this writing test.

The term *holistic* has been applied to several systems of general-impression scoring. The holistic model developed for this assessment is guided closely by careful reference to modes of writing and to sample responses. This model should provide useful information for ranking examinees for placement, evaluating their general writing skills, and evaluating the strengths and weaknesses of instructional programs.

When the readers are well-trained and the scoring process is carefully monitored, the holistic score accurately reflects the total effect of the responses and reliably ranks the examinees. Holistic scores reflect the variety of ability levels that categorize written responses as *effective*, *adequate*, and *inadequate*. Because holistic scoring draws from a controlled, yet personal, impression, it is recommended that the responses be evaluated by at least two readers. The second reader must score the responses without knowledge of the score assigned by the first reader.

In holistic scoring, the score indicates a comparative evaluation of the overall effect of the responses. Each response is read and rated in relation to the other responses in the set. Two evaluators score the response, and the reported score is the average of the two scores, provided there are no discrepancies. If the original two readers disagree by more than one point (that is, the scores are discrepant), the response will go to a scoring monitor for a resolution reading. Procedures for conducting holistic scoring are included in this section.

Note: Holistic scoring can be accomplished with a single reader—the test administrator is *not* required to use the two-reader scoring approach explained in the following pages. However, this information is provided for the benefit of those who wish to employ best practices for greater reliability.



Score Reliability

To demonstrate reliability, scores assigned to any set of writing tests must be consistent with each other (interrater reliability) and remain consistent over time. This means that a reader or readers should be trained in using the scoring rubrics, and the scoring process should be carefully monitored. This section provides procedures for scoring.

Score Validity

To demonstrate validity, the content of the test must solicit the type of writing skill appropriate to the genre, or mode of writing, reflected by the writing topic. Also, the test must be able to clearly assess the intended skills (that is, written language skills). To ensure validity of scores, the following procedures for holistic scoring should be followed carefully. Test results must be interpreted correctly and used responsibly in order to lend further validity to the testing process.

Scoring Procedures

The validity of scoring is directly influenced by the quality of the scoring process. This process includes, but is not limited to,

1. having each test scored by two readers;
2. using readers experienced in evaluating written language skills;
3. observing the scoring procedures and rules as described in this manual.

Note: If a single reader is scoring each examinee's folio, only Step 1 is relevant for training purposes. A single reader can use the Expository Writing Folio Subtotal chart found on the back of the folio for recording and tallying the item scores.

Step 1

Norming Process

The norming process is the training of readers for score reliability. (This step should be followed even if a single reader scores the responses. In this case, the reader can adapt Step 1 as a guideline to become familiar with the scoring rubrics.) Readers must become familiar with the item types

and the scoring rubrics that accompany them. The Sample Responses in Part 4 and Part 5 of this guide will serve as anchors for assigning scores. Set aside time—ideally a separate full day—for a norming session with readers prior to scoring the tests. You will need a person to serve as a monitor in this process. The monitor will need to prepare copies of selected sample responses ahead of time to distribute to the readers. Readers should not know the scores for these sample responses. The norming process involves bringing the readers into conformity in assigning scores to the sample responses through trial and error. When readers can consistently assign scores to sample responses within one point of their designated scores, they can be considered ready to score actual tests with reliability. It is also recommended that the monitor and another well-qualified individual score some actual examinee responses ahead of time and present them to the readers as real anchors for the norming process. The following are steps for the monitor to follow in leading the norming process:

1. Prepare copies of sample responses that represent the distinct item types at the various levels. Refer to Table 1 for specific distinctions. In particular, it is recommended that the monitor present one item for at least the following distinct types and levels:

Write to Describe

- Level 1 (use Rubric A)
- Level 2 (use Rubric A)
- Level 3 (use Rubric D)

Write to Accomplish Tasks

- Level 1, Item 3 and Item 4 (use Rubric B)
- Level 2, Item 3 and Item 4 (use Rubric B)
- Level 3 (use Rubric D)



Extended Writing

- Level 1 (use Rubric C)
- Level 2 (use Rubric C)
- Level 3 (use Rubric D)

Note: Level 4 items use Rubric D, as do Level 3 items. For this reason, it is not necessary to train with items from both levels; items from one or the other will suffice.

2. Distribute to readers copies of the four rubrics to be used as scoring criteria (see Part 3 of this guide). Review and discuss the various criteria of the rubrics so that readers are quite familiar and comfortable with them.
3. For any given item, begin the norming process by distributing to readers the copies of a single score response at random (for example, the sample response with a score of 2 for Item 1). It is important that readers not know the designated score of the sample distributed; instead, they should arrive at that score on their own using the appropriate rubric. Readers do need to know the level, item type, and which rubric to use (see the list in Number 1 above).
4. Allow each reader time to assign a score to the sample response, and then tally the scores of the group by a show of hands. The monitor then reveals the designated score and leads the group in a discussion of the rubric criteria that bear (or do not bear) on that score.
5. Distribute another designated score sample for the same item and follow the above process. Continue the process until the various scores and samples for a given item have been successively covered.
6. Proceed to another item and repeat the process.

The readers should become proficient using the rubrics and consistently assigning appropriate scores. Point out that it is okay to deviate by one point from the ideal score if the readers have a strong impression for that score and can justify it by the rubric. At the same time, attempt to

emphasize those criteria which make the designated score ideal. This emphasis is even more critical in the case of readers who deviate by two or more points. The goal is to eliminate such discrepancies during the norming process so that such deviations (requiring a decision by the monitor) do not occur during actual scoring.

Step 2 (Two-Reader Strategy)

Preparation for Scoring Tests

1. Photocopy pages 71 and 72 at the end of this guide so that the Final Item Score Sheet and the Reader 2 Score Sheet can accompany each examinee's folio.
2. Divide the Expository Writing Test into sets according to level. Then subdivide the level sets into manageable bundles to distribute to readers.
3. Beginning with a given level, distribute a bundle of folios to each reader (for the first reading of all bundles at that level).
4. Ensure that the readers have copies of the appropriate scoring rubrics (see Part 3).
5. The first reader will use the Final Item Score Sheet provided on page 71 of this guide. A second reader, if enlisted, will use only the Reader 2 Score Sheet on page 72. Make sure that the second reader does not view the scores assigned by the first reader. Also instruct readers to initial the cover of each folio after scoring so that the monitor knows what has been completed.

Step 3 (Two-Reader Strategy)

Scoring Tests

1. Conduct the first reading (at a given level).
2. Collect first-read bundles and ensure that every reader has marked the Reader 1 box in each Final Item Score chart and initialed each folio as the first reader.



3. Distribute bundles to different readers for the second reading. Have the second readers use the Reader 2 Score Sheet (see page 72) and initial the folio when done.
4. Repeat the process for each level set.
5. Transfer the Reader 2 score to each Final Item Score chart and tally the Final Item Score (see page 71).
6. Separate and tag all folios and items requiring a reading by the monitor (see the section below: Cases of Disparity with Two Readers).
7. Use the Expository Writing Folio Subtotal chart provided on the back of each folio to record the Final Item Scores in one place and determine the folio subtotal (see the chart on page 7).

Cases of Disparity with Two Readers

The scoring monitor should perform an independent evaluation of an item response when the following scoring discrepancies occur:

- Condition Code versus Condition Code—A response is awarded two different condition codes (see “Condition Codes” on this page).
- Score versus Condition Code—A response is awarded a score point and a condition code.
- Score versus Score—A response is awarded two score points that differ by more than one point (that is, scores are greater than or equal to a two-point difference).

In all such cases, the monitor should simply evaluate which of the two reader’s scores to amend and then tally the total accordingly.

Condition Codes

If a response cannot be evaluated, it must be assigned a condition code.

A condition code is equivalent to a score of 0. Condition codes are assigned using the following letter codes:

- A** Blank, refusal to write, or “I don’t know.”
- B** Response is written in a language other than English.
- C** Writing is illegible or unintelligible.
- D** Response is unrelated to the prompt or is a copy of the prompt.

The following scenarios apply to the use of condition codes with two readers:

- If the first and second readers assign the same condition code, the condition code is awarded.
- If the first reader assigns a condition code and the second reader assigns a score point, the monitor should determine which to assign.
- If the first and second readers assign different condition codes, the monitor should determine which to assign.

Note: Any disagreement in condition codes *requires evaluation by the monitor.*



Using the Answer Documents

The Expository Writing Folio Subtotal chart appears on the back of the folio and allows a single reader or the scoring monitor to enter in one place the score of each of the five folio items. The chart includes a place to total the five items. Note that a condition code equals a score of 0. When this score chart is complete, transfer the score for each item and the Expository Writing Folio Subtotal to the answer sheet.

Expository Writing Folio Subtotal		
Examiner's Use Only: DO NOT MARK IN THIS SECTION		
Item	Final Item Score	Condition Code (if score = 0)
1		
2		
3		
4		
5		
Add scores for items 1–5 and enter below:		
Subtotal*		

* After determining the Expository Writing Folio subtotal for the examinee, transfer the Expository Writing Folio subtotal *and* each item's Final Item Score (numeral *and* Condition Code letter if the item score is 0) to the examinee's answer sheet. For further clarification, please refer to the Writing Scoring Guide.

The Writing Total found on the answer sheet is the sum of the multiple-choice Writing Subtotal and the Expository Writing Folio Subtotal. The total possible "raw" score is 36 points—20 (multiple choice) + 16 (folio). The answer sheet (CompuScan® or SCOREZE®) provides a place to add these scores.

Note: In cases where an examinee has marked answers directly in a Level 1 test book, either transfer responses to an answer sheet or use the chart on the back of the Level 1 test book to record and add the scores for the Writing tests.

If the TestMate® TABE software is not being used to generate score reports, refer to the Scoring Tables book to convert the Writing Total into a usable scale score. It is recommended that an Individual Diagnostic Profile sheet be kept as a record of each examinee's overall skill area scores and objective mastery.

Two-Reader Scoring Sheets

Pages 71 and 72 at the end of this guide provide sheets for photocopying to accompany each examinee folio if a two-reader method is utilized. The Final Item Score Sheet provides space for Reader 1 to record the score for each item in succession. When this is done, the scoring monitor will retain this sheet in order to record for each item the Reader 2 score and then the Final Item Score. The second reader uses only the Reader 2 Sheet while scoring the items. Once the second reading is done, the monitor transfers the Reader 2 scores to the Final Item Score Sheet and resolves any disparities.

Note: Divide a Two-Reader Item Score by two before recording the Final Item Score. If the total is an odd number, round up the fraction to the nearest whole.



PART 3 Scoring Rubrics

The following rubrics are descriptions of the key characteristics of each score. For Levels 1 and 2, there is a separate rubric for each of the three item types, while for Levels 3 and 4, there is a single rubric covering all of the item types. A glossary of terms used in these rubrics is provided on page 69 of this guide.

Level 1 and Level 2 Rubrics

Rubric A—Write to Describe (Items 1 & 2)

Rubric: 0–3

		CRITERIA
0	A	<input type="checkbox"/> No response. <input type="checkbox"/> Refused response (for example, “I don’t know”).
	B	<input type="checkbox"/> Non-English response.
	C	<input type="checkbox"/> Illegible response. <input type="checkbox"/> Unintelligible response.
	D	<input type="checkbox"/> Response unrelated to prompt. <input type="checkbox"/> Response copied from prompt or other environmental print.
1 Inadequate		Response is impaired by <u>one or more</u> of these characteristics: <input type="checkbox"/> Content relates to prompt, but does not directly address prompt. <input type="checkbox"/> Functional task is not achieved due to brevity, ambiguity, or lack of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence. <input type="checkbox"/> Meaning may be partially clear, but errors in grammar, diction, spelling, or mechanics are serious and numerous. <input type="checkbox"/> Meaning is not clear due to errors in grammar, diction, spelling, or mechanics. <input type="checkbox"/> Response is an isolated word(s) or phrase(s).

		CRITERIA
2 Adequate		Response is marked by <u>one or more</u> of these characteristics: <input type="checkbox"/> Content relates to prompt, but may be vague or sparse. <input type="checkbox"/> Functional task is partially achieved due to emerging understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence. <input type="checkbox"/> Meaning is partially clear because grammar, diction, spelling, and mechanics are used adequately, though there are multiple errors. <input type="checkbox"/> Response is nearly a complete sentence(s).
		Response succeeds in <u>all</u> of these characteristics: <input type="checkbox"/> Content directly addresses prompt. <input type="checkbox"/> Functional task is achieved due to advanced understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence, though the response is not native-like, thereby affecting readability. <input type="checkbox"/> Meaning is clear because grammar, diction, spelling, and mechanics are used adeptly, though there may be sporadic errors that affect readability. <input type="checkbox"/> Response is a complete sentence(s).



Rubric B—Write to Accomplish Tasks (Items 3 & 4)

Rubric: 0–3

Note: The functional task criterion applies only to the Level 2 listing task (Item 4)—this item requires the examinee to freely supply information appropriate to the topic.

		CRITERIA
0	A	<input type="checkbox"/> No response. <input type="checkbox"/> Refused response (for example, “I don’t know”).
	B	<input type="checkbox"/> Non-English response.
	C	<input type="checkbox"/> Illegible response. <input type="checkbox"/> Unintelligible response.
	D	<input type="checkbox"/> Response unrelated to prompt. <input type="checkbox"/> Response copied from prompt or other environmental print.
1 Inadequate		Response is impaired by <u>one or more</u> of these characteristics: <input type="checkbox"/> Functional task is not achieved due to brevity, ambiguity, or lack of pragmatics and/or rhetoric; for example, expression, appropriateness. <input type="checkbox"/> 50% or fewer of the blanks are filled. <input type="checkbox"/> 50% or less of the information is placed correctly. <input type="checkbox"/> Meaning may be partially clear, but errors in grammar, diction, spelling, or mechanics are serious and numerous. <input type="checkbox"/> Meaning is not clear due to errors in grammar, diction, spelling, or mechanics.

		CRITERIA
2 Adequate		Response is marked by <u>one or more</u> of these characteristics: <input type="checkbox"/> Functional task is partially achieved due to emerging understanding of pragmatics and/or rhetoric; for example, expression, appropriateness. <input type="checkbox"/> More than 50% of the information is placed correctly. <input type="checkbox"/> Meaning is partially clear because grammar, diction, spelling, and mechanics are used adequately, though there are multiple errors.
3 Effective		Response succeeds in <u>all</u> of these characteristics: <input type="checkbox"/> Functional task is achieved due to advanced understanding of pragmatics and/or rhetoric; for example, expression, appropriateness. <input type="checkbox"/> All information is placed correctly. <input type="checkbox"/> Meaning is clear because grammar, diction, spelling, and mechanics are used adeptly, though there may be sporadic errors.



Rubric C—Extended Writing (Item 5)

Rubric: 0–4

		CRITERIA
0	A	<input type="checkbox"/> No response. <input type="checkbox"/> Refused response (for example, “I don’t know”).
	B	<input type="checkbox"/> Non-English response.
	C	<input type="checkbox"/> Illegible response. <input type="checkbox"/> Unintelligible response.
	D	<input type="checkbox"/> Response unrelated to prompt. <input type="checkbox"/> Response copied from prompt or other environmental print.
1	Inadequate	Response is impaired by <u>one or more</u> of these characteristics: <input type="checkbox"/> Content relates to picture prompt, but does not directly address it. <input type="checkbox"/> Response is an isolated word(s) or phrase(s). <input type="checkbox"/> Functional task is not achieved due to brevity, ambiguity, or lack of pragmatics and/or rhetoric; for example, expression, appropriateness, coherence. <input type="checkbox"/> Meaning may be partially clear, but errors in grammar, diction, spelling, or mechanics are serious and numerous. <input type="checkbox"/> Meaning is not clear due to errors in grammar, diction, spelling, or mechanics.

		CRITERIA
2	Adequate	Response is marked by <u>one or more</u> of these characteristics: <input type="checkbox"/> Content relates to picture prompt, but may be vague, sparse, or missing key content words. <input type="checkbox"/> Response is less than one sentence per picture. <input type="checkbox"/> Functional task is partially achieved due to emerging understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, coherence. <input type="checkbox"/> Meaning is partially clear because grammar, diction, spelling, and mechanics are used adequately, though there are multiple errors.
3	Effective	Response succeeds in <u>all</u> of these characteristics: <input type="checkbox"/> Content directly addresses picture prompt. <input type="checkbox"/> Response is at least one sentence per picture. <input type="checkbox"/> Functional task is achieved due to advanced understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, coherence, though the response is not native-like, thereby affecting readability. <input type="checkbox"/> Meaning is clear because grammar, diction, spelling, and mechanics are used adeptly, though there may be sporadic errors that affect readability.
4	Fluent	Response demonstrates fluency in <u>all</u> of these characteristics: <input type="checkbox"/> Content richly addresses picture prompt. <input type="checkbox"/> Response is at least one sentence per picture. <input type="checkbox"/> Functional task is fully achieved due to native-like understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, coherence. <input type="checkbox"/> Meaning is clear because grammar, diction, spelling, and mechanics are used with near native ability and minimal error.

**Level 3 and Level 4 Rubric****Rubric D—For All Items****Write to Describe (Items 1 & 2) Rubric: 0–3****Write to Accomplish Tasks (Items 3 & 4) Rubric: 0–3****Extended Writing (Item 5) Rubric: 0–4**

		CRITERIA
0	A	<input type="checkbox"/> No response. <input type="checkbox"/> Refused response (for example, “I don’t know”).
	B	<input type="checkbox"/> Non-English response.
	C	<input type="checkbox"/> Illegible response. <input type="checkbox"/> Unintelligible response.
	D	<input type="checkbox"/> Response unrelated to prompt. <input type="checkbox"/> Response copied from prompt or other environmental print.
1	Inadequate	Response is impaired by <u>one or more</u> of these characteristics: <input type="checkbox"/> Content relates to prompt, but does not directly address prompt. <input type="checkbox"/> Response is an isolated word(s) or phrase(s). <input type="checkbox"/> Functional task is not achieved due to brevity, ambiguity, or lack of appropriate pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence. <input type="checkbox"/> Meaning may be clear, but errors in grammar, diction, spelling, or mechanics are serious and numerous. <input type="checkbox"/> Meaning is not clear due to errors in grammar, diction, spelling, or mechanics.

		CRITERIA
2	Adequate	Response is marked by <u>one or more</u> of these characteristics: <input type="checkbox"/> Content relates to prompt, but may be vague or sparse. <input type="checkbox"/> Functional task is partially achieved due to emerging understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence. <input type="checkbox"/> Meaning is at least partially clear because grammar, diction, spelling, and mechanics are used adequately, though there are multiple errors.
3	Effective	Response succeeds in <u>all</u> of these characteristics: <input type="checkbox"/> Content directly addresses prompt. <input type="checkbox"/> Functional task is achieved due to advanced understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence, though the response is not native-like, thereby affecting readability. <input type="checkbox"/> Meaning is clear because grammar, diction, spelling, and mechanics are used adeptly, though there may be sporadic errors that affect readability.
4	(Extended Writing only) Fluent	Response demonstrates fluency in <u>all</u> of these characteristics: <input type="checkbox"/> Content richly addresses prompt. <input type="checkbox"/> Functional task is fully achieved due to native-like understanding of pragmatics and/or rhetoric; for example, expression, appropriateness, organization, exemplification, coherence. <input type="checkbox"/> Meaning is clear because grammar, diction, spelling, and mechanics are used with near native ability and minimal error.



Notes to the Scorer

- *Write to Describe* items at all levels, except Level 1, require the examinee to write *two* sentences about the picture. While two distinct ideas must be evident in the response, the examinee who has the skill to express two ideas in a *single* sentence with a compound or complex structure should not be penalized for writing only one sentence. For instance, the first item in Form A, Level 4, might receive a top score for the following response: *A man is visiting the optometrist's office because he needs new glasses.*
- *Write to Describe* items at all levels, under the criteria "Response is nearly a complete sentence(s)" or "Functional task is partially achieved," may fall barely short of a complete sentence due to errors in such elements as word form or mechanics. Where a fairly complete thought is discernible, as in "Taking pictures of a friend" or "he love baby," the examinee should be awarded 2 points. Something less, such as "Taking pictures" or "love baby" seems scant enough to receive a score of 1. At the upper three levels, in cases where both sentences are incomplete (especially one more so than the other), the scorer may justify a score of 1. Cases where the second sentence practically repeats the first, as in "The boys are loading a box" and "They are lifting the box," should receive no more than a score of 2. However, repetition *with added detail* may receive a score of 3 (for example, "The father is pushing his baby" and "He is pushing the baby at the park").
- In *Write to Accomplish Tasks* at Levels 1 and 2, where examinees are asked to list objects or tasks, it is possible that an examinee may list more than required. If, for example, 4 objects are required and 6 are listed, the scorer should take into account the *best* 4 of the 6. In cases where extraneous information is given (outside of the designated blanks), which does not contribute to accomplishing the functional task, the scorer should simply ignore that information.
- In the second of the *Write to Accomplish Tasks* at Level 1, the successful spelling of listed objects takes on great importance. In cases where every word is misspelled, the multiplicity of the errors, according to the criteria, might render the score either a 1 or a 2, assuming meaning is "partially clear." In such borderline cases, if the examinee has done such a masterful job of phonetic spelling that the scorer has no doubt what every word means, the response should be scored as a 2. To achieve a score of 3, the examinee should be allowed *one* minor spelling error and *one* missing plural form.
- In the second of the *Write to Accomplish Tasks* at Level 2, the examinee does *not* need to list ideas in complete sentences.
- When dates are required in *Write to Accomplish Tasks*, the standard American order of month, day, and year may instead appear as day, month, year without penalty unless it is ambiguous. For instance, the date "Nov. 12, 2007" expressed as "12 Nov, 07" is clear, but "12-11-07" is not correct when the month is November.
- At Level 4, an *Extended Writing* response may be less than two paragraphs (as called for) and yet earn a score of 4 if the fluency, including some use of transition words, warrants it.
- Note that a full-score response with native fluency appears in the test blanks reproduced on the left side of the page. An additional response showing an acceptable level of errors for a full score appears in the chart on the right side of the page. The Explanation of Score for the following sample responses is an abbreviated form of what appears in full in the rubrics in Part 3 of this guide.



PART 4 Sample Responses for Form A

Table 2 is an index of anticipated sample responses and explanations of scores for items in the Expository Writing Folios, Form A.

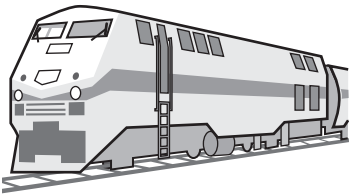
Table 2—Index to Sample Responses, Form A

Level	Item Number	Item Type & Description	Page
1	1	Write to Describe: Train	14
	2	Write to Describe: Playing Piano	15
	3	Write to Accomplish Tasks: Job Application	16
	4	Write to Accomplish Tasks: Shopping List	17
	5	Extended Writing: Jimmy Chang	18
2	1	Write to Describe: Taking Pictures on Vacation	19
	2	Write to Describe: Pushing Baby at Park	20
	3	Write to Accomplish Tasks: Note to Teacher	21
	4	Write to Accomplish Tasks: List for Cleaning Home	23
	5	Extended Writing: Ivan Finds a Job	24
3	1	Write to Describe: Asking for Directions	25
	2	Write to Describe: Unloading Box of Books	26
	3	Write to Accomplish Tasks: Request Information Note	27
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Level 1

Directions: For Numbers 1 and 2, write one sentence to answer each question.

1



What is this?


This is a train.

Item 1—Write to Describe: Train

Score	Sample Response	Explanation of Score
1	<ul style="list-style-type: none"> • <i>Is fast, in station</i> • <i>Big car</i> 	Content does not directly address prompt.
	<ul style="list-style-type: none"> • <i>train</i> • <i>train is</i> 	Isolated word(s) or phrase(s).
	<ul style="list-style-type: none"> • <i>I go train sometime it not much money car but fast</i> 	Functional task is not achieved.
	<ul style="list-style-type: none"> • <i>This tren</i> 	Meaning may be partially clear.
	<ul style="list-style-type: none"> • <i>Es car</i> • <i>Tran here</i> 	Meaning is not clear.
2	<ul style="list-style-type: none"> • <i>Is train</i> • <i>a train</i> 	Nearly a complete sentence.
	<ul style="list-style-type: none"> • <i>This train.</i> • <i>A train.</i> 	Content vague or sparse.
	<ul style="list-style-type: none"> • <i>this a tran</i> • <i>Thes es a train.</i> • <i>picture of train.</i> 	Functional task is partially achieved. Meaning is partially clear.
	Other acceptable responses: <ul style="list-style-type: none"> • <i>This is a picture of a train.</i> • <i>It is a train.</i> • <i>This is train.</i> • <i>It a train.</i> • <i>This is a tren.</i> • <i>it is aTrain</i> 	Content directly addresses prompt. Functional task is achieved. Meaning is clear. Complete sentence(s).

Level 1

2




What is the man doing?

He's playing the piano.

Item 2—Write to Describe: Playing Piano

Score	Sample Response	Explanation of Score
1	<ul style="list-style-type: none"> • <i>He like music song</i> • <i>Sit piano</i> 	Content does not directly address prompt.
	<ul style="list-style-type: none"> • <i>piano</i> • <i>play</i> • <i>play piano</i> 	Isolated word(s) or phrase(s).
	<ul style="list-style-type: none"> • <i>He do piano</i> • <i>His hands at piano</i> 	Functional task is not achieved.
	<ul style="list-style-type: none"> • <i>man hi pley at piano</i> 	Meaning may be partially clear.
	<ul style="list-style-type: none"> • <i>Ths gy hi in paino musica</i> 	Meaning is not clear.
2	<ul style="list-style-type: none"> • <i>Music on the piano</i> • <i>Playing on piano</i> • <i>man play piano</i> 	Nearly a complete sentence.
	<ul style="list-style-type: none"> • <i>He play</i> • <i>He plays music</i> 	Content vague or sparse.
	<ul style="list-style-type: none"> • <i>He play piano.</i> • <i>Man he's playing music.</i> • <i>He doing piano music</i> 	Functional task is partially achieved. Meaning is partially clear.
	Other acceptable responses: <ul style="list-style-type: none"> • <i>He playing music on piano</i> • <i>He's play piano</i> • <i>He plays music on the piano.</i> • <i>The man is playing (music/a song) on the piano.</i> 	Content directly addresses prompt. Functional task is achieved. Meaning is clear. Complete sentence(s).

Level 1

 Writing

Directions: Complete the form. Use only information from the Answer List.
One line is completed.

3

Answer List

123 Oak St., Bath, ME 04530
02-23-68
Jill Barton
Nurse
(207) 123-6122


Hillvale County Job Application

Job Applying for Nurse

Name Jill Barton

Address 123 Oak St., Bath, ME 04530

Telephone (207) 123-6122 Date of Birth 02-23-68



Item 3—Write to Accomplish Tasks: Job Application

Score	Sample Response	Explanation of Score
1	Name <i>Jill</i> _____ Address <i>(207) 123-6122</i> Telephone _____ Date of Birth <i>Barton</i> _____	Functional task is not achieved. 50% or fewer blanks filled. 50% or less information placed correctly.
	Name <i>jil bartin</i> Address <i>12 oak st bath ME</i> Telephone <i>207 123 6122</i> Date of Birth <i>22368</i>	Meaning may be partially clear.
	Name <i>gil bartn or Barton Jill</i> Address <i>12 Ok Bat ME</i> Telephone <i>207 1236122</i> Date of Birth <i>2368</i>	Meaning is not clear.
2	Name <i>jill barton</i> Address <i>123 oak, bath, Me 04530</i> Telephone <i>207 123-6122</i> Date of Birth _____	Functional task is partially achieved. Over 50% information placed correctly. Meaning is partially clear.
3	Other acceptable responses: Name <i>Barton, Jill</i> Address <i>123 Oak St, Bath, ME 04530</i> Telephone <i>208-123-6122</i> Date of Birth <i>2/23/68</i>	Functional task is achieved. All information placed correctly. Meaning is clear.

Level 1

Writing

Directions: Complete the shopping list. Use only the items in the picture.
Number 1 is completed.

4

Shopping List

1. potatoes
2. apples
3. chicken
4. grapes
5. steak

Item 4—Write to Accomplish Tasks: Shopping List

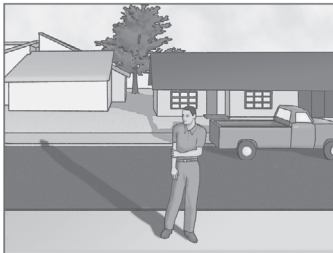
Score	Sample Response	Explanation of Score
1	2. <i>apels</i> 3. <i>milke</i> 4. _____ 5. _____	Functional task is not achieved. 50% or fewer blanks filled. 50% or less information placed correctly.
	2. <i>april</i> 3. <i>cikin</i> 4. <i>grepes</i> 5. <i>stek</i>	Meaning may be partially clear.
	2. <i>april</i> 3. <i>cikin</i> 4. <i>krit</i> 5. <i>gep</i>	Meaning is not clear.
2	2. <i>appel</i> 3. <i>chiken</i> 4. <i>greps</i> 5. _____	Functional task is partially achieved. Over 50% information placed correctly. Meaning is partially clear. Note: Accept phonetic spelling of objects if comprehensible.
3	Other acceptable responses: • <i>fryer</i> • <i>oranges</i> • <i>milk</i> • <i>carrots</i> • <i>meat OR beef</i> • <i>onions</i>	Functional task is achieved. Meaning is clear. Note: Accept one spelling error and one missing plural.

Level 1

Writing

Directions: Look at the pictures. Use the words under each picture to write a sentence about it. Number 1 is completed.

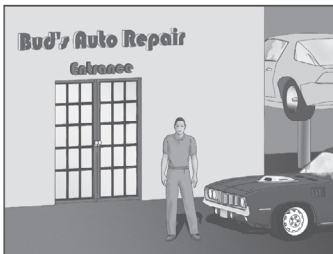
5



1. Jimmy Chang / Grandview, New York



2. 25 years old



3. auto mechanic



4. cars

1. Jimmy Chang lives in Grandview, New York.

2. He is 25 years old.

3. He is an auto mechanic.

4. He repairs cars.


Item 5—Extended Writing: Jimmy Chang

Score	Sample Response	Explanation of Score
1	2. Jimmy Chang is in street. 3. He look at you. 4. Pretty good car.	Content does not directly address prompt.
	2. 25 years old 3. auto mechanic 4. _____	Isolated word(s) or phrase(s). Functional task is not achieved. Meaning may be partially clear.
	2. Hi hab 25 3. His is auto 4. His cars	Meaning is not clear.
2	2. Jimmy have 25 years. OR He 25 years old. 3. He repair auto mecanic 4. work car	Content vague or sparse. Less than one sentence per picture. Functional task is partially achieved. Meaning is partially clear.
3	2. He has 25 years old. 3. He work auto mechanic. 4. He do repair engin and cars. OR He work in cars.	Content directly addresses prompt. One sentence per picture. Functional task is achieved. Meaning is clear.
4	Other acceptable responses: 2. Jimmy is 25 year old. 3. He work as a auto mechanic. OR He does auto mechanic work at Bud's Auto Repair. OR His job is auto mechanic. 4. He is fixing cars. OR He fix/work on cars. OR His job is fixing cars.	Content richly addresses prompt. One sentence per picture. Functional task is fully achieved. Meaning is clear.

Level 2

Directions: For Numbers 1 and 2, write two sentences about each picture.

1



1) The woman is taking a picture of her friend.

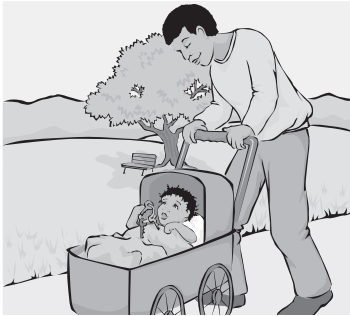
2) The friend is standing in front of a long bridge on a river.

Item 1—Write to Describe: Taking Pictures on Vacation

Score	Sample Response	Explanation of Score
1	1) <i>She will go hike and camp.</i> 2) <i>She will stay two week.</i>	Content does not directly address prompt.
	1) <i>Camra.</i> 2) <i>on the vacation</i>	Isolated word(s) or phrase(s).
	1) <i>He is take picture bridg.</i> 2) _____	Functional task is not achieved.
	1) <i>A Woman is taking one picture for he Friend is wearing hat.</i> 2) <i>He is standing to one bridge over</i>	Meaning may be partially clear.
	1) <i>She camra frend.</i> 2) <i>He smile and watr.</i>	Meaning is not clear.
2	1) <i>taking a picture of her friend</i> 2) <i>bridge over a river</i>	Nearly a complete sentence.
	1) <i>She's having a good time with him.</i> 2) <i>There is a beautiful picter.</i>	Content vague or sparse.
	1) <i>A woman is taking one picture for she freind that is wearing hat.</i> 2) <i>He is standing in front of one bridge</i>	Functional task is partially achieved. Meaning is partially clear.
	Other acceptable responses: 1) <i>A girl is taking a hike.</i> 2) <i>She takes a picture of the ranger in front the bridge.</i>	Content directly addresses prompt. Functional task is achieved. Meaning is clear. Complete sentence(s).

Level 2

2



**1) There is a beautiful park
and a nice day.**

**2) A man pushes a cart with
a beautiful baby.**

Item 2—Write to Describe: Pushing Baby at Park

Score	Sample Response	Explanation of Score
1	1) <i>Many things do for fun with the baby.</i> 2) <i>Play, walk, little game, see.</i>	Content does not directly address prompt.
	1) <i>little car</i> 2) <i>father and baby</i>	Isolated word(s) or phrase(s).
	1) <i>A man push a little car, beautiful day, beautiful sun, beautiful tree.</i> 2) <i>Beautiful baby in side.</i>	Functional task is not achieved.
	1) <i>The father push the baby truck in the park and the wether cant be beat!!!!</i> 2) <i>the father very love baby!!!!</i>	Meaning may be partially clear.
	1) <i>Fater and baby on wagin go</i> 2) <i>whether can not beet.</i>	Meaning is not clear.
2	1) <i>Father is pushing</i> 2) <i>he love baby</i>	Nearly a complete sentence.
	1) <i>They are outside.</i> 2) <i>They are taking a nice walk.</i>	Content vague or sparse.
	1) <i>There is the beauty park the sun day.</i> 2) <i>A man push a little car, inside is beauty baby.</i>	Functional task is partially achieved. Meaning is partially clear.
3	Other acceptable responses: 1) <i>The father push the baby cart in the park and the weather can't be beat.</i> 2) <i>The father very much love baby.</i>	Content directly addresses prompt. Functional task is achieved. Meaning is clear. Complete sentence(s).

Level 2

Writing

Directions: Amy Tran's daughter was sick. Write a note from Amy Tran to her daughter's teacher. Use all the phrases in the box. Add commas and periods where needed.

3

Sincerely yours
 any schoolwork that she missed
 was sick and missed school
 Please give her
 Dear Mr. Bensky
 April 21
 Yesterday, my daughter Becky
Amy Tran

April 21

☐ Dear Mr. Bensky:

Yesterday, my daughter Becky
was sick and missed school.
Please give her any schoolwork
that she missed.

Sincerely yours,
Amy Tran

☐

Item 3—Write to Accomplish Tasks: Note to Teacher

Score	Sample Response	Explanation of Score
	<div style="text-align: right;">April 21</div> <p>Mr. Bensky my daughter Becky Please give her any schoolwork that she missed. Amy Tran</p>	Functional task is not achieved.
	<p>sincerely yours was sick and missed school any schoolwork that she missed becky amy tran</p>	50% or fewer blanks filled. 50% or less information placed correctly.
1	<div style="text-align: right;">april 21</div> <p>dear mr bensky yesterday, my daughter becky sick and mised school plese give her scholwork that she missed sincerly yours amy iran</p>	Meaning may be partially clear.
	<div style="text-align: right;">Apri 21</div> <p>der bensky yesterday my sick and mised schol plese give her that shemiss sincerly yours amy iran</p>	Meaning is not clear.



Item 3—Write to Accomplish Tasks: Note to Teacher, Continued

Score	Sample Response	Explanation of Score
2	<p style="text-align: right;"><i>April 21</i></p> <p><i>Dear Mr Bensky</i></p> <p><i>Yesterday, my daghter Becky was sick Please give her any schoolwork that she missed</i></p> <p><i>Sincerely yours</i> <i>Tran</i></p>	<p>Functional task is partially achieved.</p> <p>Over 50% information placed correctly.</p> <p>Meaning is partially clear.</p>
3	<p style="text-align: right;"><i>April 21</i></p> <p><i>Dear Mr. Bensky:</i></p> <p><i>Yesterday, my daughter Becky was sick and missed school. Please give her any schoolwork that she missed.</i></p> <p><i>Sincerely yours,</i> <i>Amy Tran</i></p>	<p>Functional task is achieved.</p> <p>All information placed correctly.</p> <p>Meaning is clear.</p>



Level 2

Directions: You invited friends to come to your home for dinner. Write four things you will do to clean your home.

4

1. Wash the windows.

2. Vacuum the floor.

3. Dust the furniture.

4. Do the dishes.

5. Clean the kitchen counters.

Item 4—Write to Accomplish Tasks: List for Cleaning Home

Score	Sample Response	Explanation of Score
1	2. <i>wash</i> 3. <i>clin</i> 4. _____ 5. _____	Functional task is not achieved. 50% or fewer blanks filled.
	2. <i>clin hose</i> 3. <i>clin bano</i> 4. <i>pick garbag</i> 5. <i>vacum carpet</i>	Meaning may be partially clear.
	2. <i>clenin hose</i> 3. <i>wach ketn</i> 4. <i>pik trach</i> 5. <i>bacum capit</i>	Meaning is not clear.
2	2. <i>clin house</i> 3. <i>clin bathroom</i> 4. <i>take garbag</i> 5. _____	Functional task is partially achieved. Meaning is partially clear.
3	Other acceptable responses: 2. <i>Clean home</i> 3. <i>Vacuum OR Dust</i> 4. <i>Take the garbage out the can.</i> 5. <i>Wash the dish.</i>	Functional task is achieved. Meaning is clear. Note: Accept additional reasonable responses. Verb alone is acceptable in some cases.

Level 2

Writing

Directions: Write a paragraph about the pictures. The first sentence is written for you. Write another sentence about the first picture. Then write at least one sentence for each of the other three pictures.

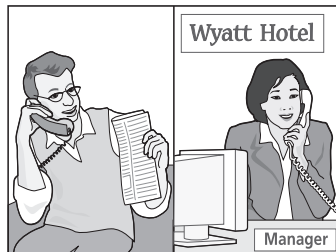
5



1



2



3



4

Ivan is reading the newspaper. He checks the Classified Ads for jobs.
He sees a job for Hotel Front Desk Clerk. It's a good full-time job and good salary. He calls and talks to the Manager. They make an appointment for an interview. Ivan has a good interview and gets the job.


Item 5—Extended Writing: Ivan Finds a Job

Score	Sample Response	Explanation of Score
1	<i>Ivan need to find hotel so he call Wyatt Hotel, that's ok so he go talk to Front Desk Clerk.</i>	Content does not directly address prompt.
	<i>Makeing the circlo of the jobs, job Hotel front Desk Clerk, Full-time position calling to manager so intrviewing a job</i>	Isolated word(s) or phrase(s). Functional task is not achieved. Meaning may be partially clear.
	<i>Circulo the JOBS Hotel, hi call to manger Wyat Hotel, tell to manger jobs</i>	Meaning is not clear.
2	<i>Ther is Hotel job on newspaper. Ivan calling 138-5555 for more information. Finaly he tells manager about experence in the job.</i>	Content vague or sparse. Less than one sentence per picture. Functional task is partially achieved. Meaning is partially clear.
3	<i>He is finding the great job, th job is in hotel, so he writes a circle on the ads. He is reading this ad, it is Hotel Front Desk Clerk and is full-time position. So hes calling to manager for more information. She like him so he's getting the interviw and happy.</i>	Content directly addresses prompt. One sentence per picture. Functional task is achieved. Meaning is clear.
4	<i>Other acceptable response: He's looking the Classified Ads for jobs, because he lost his job at the Marriott. He see the ad for Hotel Front Desk Clerk, that seem to be a good job with full-time and good salary. He makes a telephone call and talk to Manager. They have a good conversacion and make appointment for interview. On the interview day, the manager and Ivan hit it off, and he got the job.</i>	Content richly addresses picture prompt. One sentence per picture. Functional task is fully achieved. Meaning is clear.

Level 3

Directions: For Numbers 1 and 2, write two sentences about each picture.

1



1) The lady is lost.

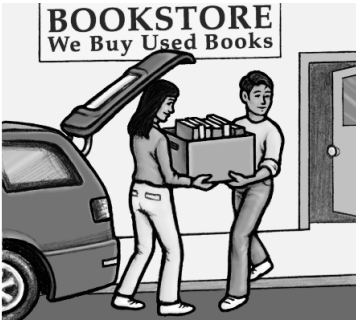
2) She is asking directions from the policeman.

Item 1—Write to Describe: Asking for Directions

Score	Sample Response	Explanation of Score
1	1) <i>I ask the polize, "please no ticket?"</i> 2) <i>I sorry, I move the car.</i>	Content does not directly address prompt.
	1) <i>Tourist. Police at street.</i> 2) <i>lady directions become</i>	Isolated word(s) or phrase(s).
	1) <i>There is a tourist.</i> 2) <i>He ask policeman.</i>	Functional task is not achieved.
	1) <i>The touriste lost.</i> 2) <i>She go to kindly policeman what is standing in street, Please help me find museum.</i>	Meaning may be partially clear.
	1) <i>The lady lost</i> 2) <i>Also, she directions become, and the polize.</i>	Meaning is not clear.
2	1) <i>There is tourist.</i> 2) <i>tourist is asking "please help me".</i>	Content vague or sparse.
	1) <i>The lady is lost.</i> 2) <i>Also, she get directions, from the polize.</i>	Functional task is partially achieved. Meaning is partially clear.
3	Other acceptable response: 1) <i>The tourist is lost.</i> 2) <i>She go to ask the freindly policeman who is standing in the street, "Please help me find the museum."</i>	Content directly addresses prompt. Functional task is achieved. Meaning is clear.

Level 3

2



1) The couple is carrying a heavy box of books.

2) They want to sell the books at the bookstore.

Item 2—Write to Describe: Unloading Box of Books

Score	Sample Response	Explanation of Score
1	1) <i>There is 8 books.</i> 2) <i>They like romanze, acsion, avventure.</i>	Content does not directly address prompt.
	1) <i>BOOKSTORE We Buy Used Books</i> 2) <i>hefy the book, walk</i>	Isolated word(s) or phrase(s).
	1) <i>They drive their old text books.</i> 2) <i>They chepe so they sell bad books.</i>	Functional task is not achieved.
	1) <i>Peple are carry hevly box of book.</i> 2) <i>Couple are seling book at bookstore.</i>	Meaning may be partially clear.
	1) <i>peple take hefy book.</i> 2) <i>Hefy book sell bookstore.</i>	Meaning is not clear.
2	1) <i>The people is carrying box.</i> 2) <i>They is takeing in the bookstore.</i>	Content vague or sparse.
	1) <i>The people is carrying heavy book's box.</i> 2) <i>The people is selling book at bookstore.</i>	Functional task is partially achieved. Meaning is partially clear.
3	Other acceptable response: 1) <i>They drove their old text books to the bookstore.</i> 2) <i>They think "penny saved is penny earned," so they will sell books and try to make some money.</i>	Content directly addresses prompt. Functional task is achieved. Meaning is clear.



Level 3

Writing

3 Request for Information Note

You are an employee and completed a work assignment. Write a short, polite note to your manager, Ms. Erika Gomez, to tell her that you finished the assignment. Also, ask her for your next assignment and ask when it starts and ends. Include today's date and the necessary parts of a letter.

February 22, 2008

Dear Erika,

I have finished the action report, and it has gone very well. The report is finished in record time! The report is on your desk under the stapler. I'm prepared for my next task. At your convenience, please tell me what I should do next. Also, when will it start and when will it end?

Thank you,
Geza Radimeczky

Item 3—Write to Accomplish Tasks: Request Information Note

Score	Sample Response	Explanation of Score
1	Erika Employee completed a work assignment, you finished the assignment. That good for employee for pay and for happy manager	Content does not directly address prompt.
	Erika gomez from Lee to Erika completed a work assignment when it start and ends??	Isolated word(s) or phrase(s). Functional task is not achieved.
	feb 22 Hello, Ms. Erika please Erika I finis you work assignment from you, now asking you next assinment to know when to starting and ending your thanks Lee	Meaning may be partially clear.
	06, 22 Erika Gomez Write short polit note to complit work asinmen I finis assignmen, for your next assinmen askin wen start	Meaning is not clear.



Item 3—Write to Accomplish Tasks: Request Information Note, Continued

Score	Sample Response	Explanation of Score
2	<p style="text-align: right;">2-22</p> <p><i>Hello, Ms. Erika,</i></p> <p><i>Please Erika, I want to tell you I finished the work assignment from you, you know the filling folders. So now I ask you the next assinment to know when it starts and when ends.</i></p> <p><i>Thanks you</i></p> <p><i>Lee</i></p>	<p>Content vague or sparse.</p> <p>Functional task is partially achieved.</p> <p>Meaning is partially clear.</p>
3	<p>Other acceptable response:</p> <p style="text-align: right;"><i>February 22,</i> <i>2008</i></p> <p><i>Dear Erika,</i></p> <p><i>I have finished the action report re: the Udvarhelyi case and has gone very well. The report finished with record time! The report is on your desk under the stapler.</i></p> <p><i>I'm prepared for my next task. At your convenience, please tell me what I do next. Also, when will it start and when will it end?</i></p> <p><i>Thank you,</i></p> <p><i>Geza Radimeczky</i></p>	<p>Functional task is achieved.</p> <p>Content directly addresses prompt.</p> <p>Meaning is clear.</p>



Level 3

Writing

4 Request for Assistance Note

You are moving to a new house on Saturday, November 30. Write a short note to your friend Richard. Ask him to help you move your furniture with his pickup truck. Include the necessary parts of a letter.

Nov 26

Hello Rick,

Well, you know I move this
 Saturday, so I want to ask you a
 favor. Could you help me move on
 that day around 10 AM? If yes, just
 bring your pickup truck for the
 furniture. Give me a call when you
 can at 244-6995.

Thanks a lot,
 Young Bin

Item 4—Write to Accomplish Tasks: Request Assistance Note

Score	Sample Response	Explanation of Score
1	<i>I move in house, not new, really old one. And not November, it in sumer, July I think. So friend and family helped us but not pick-up, we used the van.</i>	Content does not directly address prompt.
	<i>Sat Nov 30</i> <i>Hi Richard</i> <i>get new house, moving in house. Furniture and tings moving in pick-up</i>	Isolated word(s) or phrase(s). Functional task is not achieved.
	<i>Nov 26</i> <i>der Richard</i> <i>plis I needs som hel, your truck. Becas mov in house on nov 30. so need frunisher piked up, you can?</i> <i>your</i> <i>Young Bin</i>	Meaning may be partially clear.
2	<i>06, 26</i> <i>frend richard</i> <i>I needing new house moving, on satrday novembre 30 maybe help pic frunitur, his pick up truck</i>	Meaning is not clear.
	<i>26-Nov</i> <i>Richard</i> <i>Gues what? we moving again on Saturday to new house. So we need pick up the funitur. You can pick-up, right? I goin a call you later, ok?</i> <i>Thanks you</i> <i>Young Bin</i>	Content vague or sparse. Functional task is partially achieved. Meaning is partially clear.



Item 4—Write to Accomplish Tasks: Request Assistance Note, Continued

Score	Sample Response	Explanation of Score
3	<p>Other acceptable response:</p> <p style="text-align: right;">Nov 26</p> <p><i>Hey Rick,</i></p> <p><i>Well, you know I move on Saturday, so I think I cash in on the favor you owe!!!</i></p> <p><i>Could you help around 10 AM?</i></p> <p><i>If yes, just bring your pickup truck for the furniture. Gimme a call when you can 244-6995.</i></p> <p><i>Thanks a lot,</i></p> <p><i>Young Bin</i></p>	<p>Functional task is achieved.</p> <p>Content directly addresses prompt.</p> <p>Meaning is clear.</p>



Level 3

Writing

- 5 Think about an important day in your life. Write a paragraph to explain what happened and why it was important.

An Important Day in My Life

It was about 3 AM and dark. The night was quiet, but suddenly there was a loud noise, My wife was having our baby. Everything happened very quickly, but the result was a beautiful baby girl, Marcela. She has lighted up my life since the day she was born. I feel that my life has meaning. I know that when I'm gone, she will continue. The day my daughter was born was the most important day in my life.

Item 5—Extended Writing: Important Day in Your Life

Score	Sample Response	Explanation of Score
1	<i>An important day is a day the person remember what happened in the life, always good or bad thing happened to remember long time but every day too boring so person not remember that day</i>	Content does not directly address prompt.
	<i>an important day in your life explain what happen that my dauter Marcela in the nigth my wifa come us go in hosptal then coming a doctor and baby outing good job!!</i>	Isolated word(s) or phrase(s). Functional task is not achieved. Meaning may be clear.
	<i>Mi dahter is th improtan day, shi birtday is good day, what hapened go en hopspil for birtday. Doctors good working and thanks, all good</i>	Meaning is not clear.
2	<i>Marcela my dahter coming is the importan day of me. my wife is in bed and have the contration and say it time to go in hospitl, well I scare and say fast. My wife works hard and doctor helps a lot. Every thing going good and I always remember and be thank to the god for Marcela.</i>	Content vague or sparse. Functional task is partially achieved. Meaning is at least partially clear.



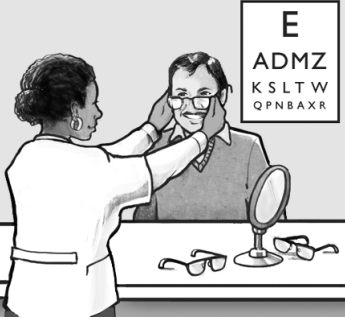
**Item 5—Extended Writing: Important Day in Your Life,
Continued**

Score	Sample Response	Explanation of Score
3	<i>An important day in my life is my daughter born. That day I always remember, because my first child is come in the world and every body, friends and family people are very happy. In the night my wife say she having the pains and ready so we get up kinda exciting and nevous both one. We going to hosipital quicky and only 2 hour later Marcela was born. Doctors and nurse doing big job and really help. I am thanks alot.</i>	Content directly addresses prompt. Functional task is achieved. Meaning is clear.
4	Other acceptable response: <i>It was about 3 AM and dark. The night was quiet, but suddenly the loudest noise came. My wife was having our baby. Everything happened very quick, but the result was a beutiful baby girl, Marcela. She light up my life since the day she was born. I feel that my life has the meaning. I know that when I go, she continues. The day my daughter was born was most important day in my life.</i>	Content richly addresses prompt. Functional task is fully achieved. Meaning is clear.

Level 4

Directions: For Numbers 1 and 2, write two sentences about each picture.

1



1) The man is at the
optometrist office.


2) He's trying on new
glasses.

Item 1—Write to Describe: Man Trying on New Glasses

Score	Sample Response	Explanation of Score
1	1) <i>He goes shopping at Discount Mart.</i> 2) <i>He get groceries and then he likes glasses.</i>	Content does not directly address prompt.
	1) <i>Eye docter try.</i> 2) <i>New glases check, in desk</i>	Isolated word(s) or phrase(s).
	1) <i>The glase and the pepl happy.</i> 2) <i>The doctor helpin.</i>	Functional task is not achieved.
	1) <i>Him not see very good because, Him have the teribel eyes.</i> 2) <i>Dr. help new glass he hapy, he see good.</i>	Meaning may be partially clear.
	1) <i>Lady put on the glasses, the man see.</i> 2) <i>go doctor, glasses takeing eyes is very hapy for him.</i>	Meaning is not clear.
2	1) <i>He trying on new glasses,</i> 2) <i>trying three glasses.</i>	Content vague or sparse.
	1) <i>The man cannot see the well.</i> 2) <i>The Optomitrist helping putting on new glasses, improve the vishun.</i>	Functional task is partially achieved. Meaning is partially clear.
3	Other acceptable response: <i>The doctor helping the man try on some new glasses in her desk. He is so delighted, because, he can see better.</i>	Content directly addresses prompt. Functional task is achieved. Meaning is clear.

Level 4

2



1) A woman in a wheelchair is looking for a job at the AC Electronic Company at the Job Fair.

2) A man is reading the company materials.

Item 2—Write to Describe: Job Fair

Score	Sample Response	Explanation of Score
1	1) <i>There are many people, one is in chair for can't walk</i> 2) <i>talking and walk through the place, is aksing question.</i>	Content does not directly address prompt.
	1) <i>Job Fair</i> 2) <i>want job, woman help</i>	Isolated word(s) or phrase(s).
	1) <i>look for job in job fair.</i> 2) <i>help look for job.</i>	Functional task is not achieved.
	1) <i>ther is Job fair, mani peple,</i> 2) <i>ac eletron is good job</i>	Meaning may be partially clear.
	1) <i>Woman for job fair look for the good job</i> 2) <i>man stand quick read for job. help is woman too.</i>	Meaning is not clear.
2	1) <i>Woman want job.</i> 2) <i>Woman help her and man read job papers at Job Fair.</i>	Content vague or sparse.
	1) <i>At the job fair.</i> 2) <i>AC Electronic Company has job, is help people have job.</i>	Functional task is partially achieved. Meaning is partially clear.
3	Other acceptable response: 1) <i>There is a Job fair with many boothes.</i> 2) <i>The AC Electronic Company is helping people find the good jobs.</i>	Content directly addresses prompt. Functional task is achieved. Meaning is clear.



Level 4

Writing

3 Request for Service Note

Your refrigerator's door handle is broken. Write a short note to A & H Appliance Company's customer service to request a new handle for your refrigerator (Model RF-6000). Include the necessary parts of a letter.

April 5, 2007

Dear A&H Customer Service:

I have Model RF-6000 refrigerator,
purchased in '05. The refrigerator
door handle is broken. Can you please
send me a new handle?

Send the handle and bill to:
1733 Wayside Ln.
Braxton, CA 99229

Regards,
Mr. Wayne Lee

Item 3—Write to Accomplish Tasks: Request for Service Note

Score	Sample Response	Explanation of Score
	<p style="text-align: right;">Mr. Wayne Lee</p> <p>refrigerator's door handle is broken NOW A&H Appliance Company's customer service new handle for your refrigerator (Model RF- 6000). necessary parts</p> <p>Thank You very much, Lee</p>	Content does not directly address prompt.
1	<p style="text-align: right;">Mr. Wayne Lee</p> <p>Hello A&H Appliacne Company</p> <p>The refrigerator's door handle is broken. (Model RF-6000)</p> <p>Send Address California Braxton 1733 Wayside pay the chek</p>	Isolated word(s) or phrase(s). Functional task is not achieved.
	<p style="text-align: right;">7.5.4 April</p> <p>A&H Apliance Comp Customer Service</p> <p>Dear A&H Please help? The Model RF-6000 refrigerator The refrigerator's door handle is broken. New handle is send. To my in 1733. Wayside Lain. Braxto., CA. 99229.</p> <p>You to say how much money is the handle?. I will send chek.</p> <p>Thank You, Lee</p>	Meaning may be partially clear.

**Item 3—Write to Accomplish Tasks: Request for Service Note, Continued**

Score	Sample Response	Explanation of Score
	<p><i>A&H Appliance Company</i></p> <p><i>To the A&H:</i></p> <p><i>Rilly help! refrigerator no door not handle Model RF-6000 refrigerator is broken. need the new! pay chek cledit card???</i></p> <p><i>Mr. Lee</i></p>	Meaning is not clear.
2	<p><i>Hello</i></p> <p><i>RefrigeratorModel RF6000 refrigerator's door handle is broken. Make new handle to my home now. Please!!!</i></p> <p><i>I pay check.</i></p> <p><i>Lee</i></p>	Content vague or sparse. Functional task is partially achieved. Meaning is partially clear.
3	<p>Other acceptable response:</p> <p><i>April 5, 2007</i></p> <p><i>A&H Appliance Company</i> <i>Customer Service</i></p> <p><i>Dear A&H:</i></p> <p><i>Please can you help? I have Model RF-6000 refrigerator. The refrigerator's door handle is broken. Please to send the new handle?</i></p> <p><i>Please to send the new handle at: 1733 Wayside Ln. Braxton, CA 99229</i></p> <p><i>Please to send the bill. I will send the check.</i></p> <p><i>Fond regards,</i> <i>Mr. Wayne Lee</i></p>	Functional task is achieved. Content directly addresses prompt. Meaning is clear.



Level 4

4 Apology Note

You missed a meeting at work because your car broke down. Write a short, polite note to apologize to your manager, Ms. Elaine Kwan. Explain why you were absent. Include the necessary parts of a letter.

5-4-07

Dear Ms. Kwan:

I was very upset to miss the meeting on Tuesday. I would like to explain and ask for your apology. The transmission in my car broke down. I could not call because I do not have a cell phone. I know you were really counting on me. Again, please accept my apology.

Sincerely,
Wei Tran

Item 4—Write to Accomplish Tasks: Apology Note

Score	Sample Response	Explanation of Score
1	<p>Manager, Elaine Kwan</p> <p>Your car broke down. Too bad!! Maybe I help you fix it, I know the car's system pretty good, so I think I see what wrong.</p>	Content does not directly address prompt.
	<p>From Wei Tran to Elaine</p> <p>Sorry no mtg this day Car tranmison no good So sorry, see you later</p>	Isolated word(s) or phrase(s). Functional task is not achieved.
	<p>may 4</p> <p>Hello, Elaine</p> <p>My car breaken down on freeway so sorry I not in meting in morning. My car no good, I hope you understand</p> <p>your thanks Wei Tran</p>	Meaning may be partially clear.
	<p>07-05</p> <p>Wei Tran</p> <p>hi elane, I hope you ok, I not the car brek up in road to workin, not come in work</p> <p>pardon me</p>	Meaning is not clear.



Item 4—Write to Accomplish Tasks: Apology Note, Continued

Score	Sample Response	Explanation of Score
2	<p style="text-align: right;">4 May</p> <p>Hello, Ms. Elaine</p> <p>Please Elaine, let me say very sorry because I'm missing the meeting today. I have a big problem in my car, now broken down, totaly. It stoped running on highway and I'm going no where! So you see why I cant come any more.</p> <p>Thanks you Wei Tran</p>	<p>Content vague or sparse.</p> <p>Functional task is partially achieved.</p> <p>Meaning is partially clear.</p>
3	<p>Other acceptable response:</p> <p style="text-align: right;">5/4/2007</p> <p>Dear Ms. Kwan,</p> <p>I write this letter because I am so very embarrassed about miss the meeting on Tuesday. You must be very angry.</p> <p>I would like to explain and please accept my apology. The tranmision in my car broke and it will cost me \$1557 for repair. I am so sorry I did not call because I do not have a cell phone, and I know you are really count on me.</p> <p>Please accept my apology and this will never happen again. Please forgive me and try not to be angry at me.</p> <p>Sincerely, Wei Tran</p>	<p>Functional task is achieved.</p> <p>Content directly addresses prompt.</p> <p>Meaning is clear.</p>



Level 4

Writing

- 5 Think about what you did for fun when you were a child. Write two or more paragraphs describing what you used to do and why it was fun.

Fun as a Child

When I was young, I used to hike for many hours, exploring through the fields. I enjoyed lots of flowers and many birds and animals. It was quiet.

Sometimes, I went across the street, over the fence through the meadow. Nearby, there was a secret pond and boat. I use to carefully row the boat extremely quietly across the pond. Sometimes I went fishing, too.

Many days I made mud cakes with my sisters. It rained a lot and the dirt turned to mud. The cows were not happy about the mud cakes because I threw them at them!

These all are fun activities of my childhood. Childhood was a time for secrets and imagination. Though my mind is stronger in some ways now than it was before, my imagination has grown much weaker. That is what I lost as an adult—my childhood imagination and secrets. I would go back if I could!

Item 5—Extended Writing: Fun Activities as a Child

Score	Sample Response	Explanation of Score
1	<i>For fun when a child? Well I was had fun in my granma's house not my house. My parent aren't home much and didn't have fun, only at granma's when I stayd there. My house too bored always, with none the toys or peoples there. So I'm always ask can I go to granma's house? Good that she live prety close by, so I can go had the fun there.</i>	Content does not directly address prompt.
	<i>When I child, go to filed, fores Pleyd in grases, muds. Pleyd my sistr in muds to cook game, pickd up the flowrs, In boat in water is funy to rowd, fish to. Funy to pickd up muds at cows, lauhf lot. Good plec for the pleyd of child.</i>	Isolated word(s) or phrase(s). Functional task is not achieved. Meaning may be clear.
	<i>For fun wen I were child, is plai in fild, tree I go piking the fler, see aminal, plaid cokin. Me sestr me plaid kichen, mekin the cokes in meed, like we eetin it then throwin to cove. Al so go in bot in water, goin a feshin.</i>	Meaning is not clear.
2	<i>Well what I did for fun when I were a child, hard to rememer all, but best active is going in grass and trees. Lots of play and game we had round there with my sister, we can play cooks with the dirt. The dirt is very wet, becaus lots rain all the times. Also I all the times was gone fishin with a litle boat at a lake. Also we make the mud and throwed at buffalos. That fun when they run a way!</i>	Content vague or sparse. Functional task is partially achieved. Meaning is at least partially clear.



Item 5—Extended Writing: Fun Activities as a Child, Continued

Score	Sample Response	Explanation of Score
3	<p><i>For fun when I was a child, I was love to explor over the green field and forest acros street from my home. I'm always looked at lots of flower and animals and some times pick them to bring for my mother. Also a nice little lake near the field, I found boat and always went out to rowing and some times to fishing.</i></p> <p><i>But always rain rain rain was coming down in a wet seson. So I was like to make a mud cakes and some times my sisters and I playing cooking and preten to be mom and childs. Even we throwed the mud cakes at cows, but they was not much happy at us!</i></p>	<p>Content directly addresses prompt.</p> <p>Functional task is achieved.</p> <p>Meaning is clear.</p>

Score	Sample Response	Explanation of Score
4	<p>Other acceptable response:</p> <p><i>Fun as a Child</i></p> <p><i>I walked for many hours, exploring through the fields. I could see different floras, and so many birds and animals. It was extremely quiet.</i></p> <p><i>Sometimes, I went cross the street, over the sharp fence through the meadow. On the side, there was secret pond and hidden boat. I use to carefully row the boat, quietly cross the pond. Sometimes I was fishing too.</i></p> <p><i>Many days I made mud cakes with my sisters. The rain was falling always and never give up, and the dirt used to turn to mud. The cows were not happy about the mud cakes, because I threw the mud cakes at them.</i></p> <p><i>These all are the activity of my childhood that was most fun. Childhood was a time for secrets and imagination. Though my mind is strong in some ways now than it was before, my imagination has grown much weaker. That is what I lost as adult - my childhood imagination and secrets. If I could go back, I will.</i></p>	<p>Content richly addresses prompt.</p> <p>Functional task is fully achieved.</p> <p>Meaning is clear.</p>



PART 5 Sample Responses for Form B

Table 3 is an index of anticipated sample responses and explanations of scores for items in the Expository Writing Folios, Form B.

Table 3—Index to Sample Responses, Form B


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1	1	Write to Describe: Bus	42
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Level 1

Directions: For Numbers 1 and 2, write one sentence to answer each question.

1



What is this?


This is a bus.

Item 1—Write to Describe: Bus

Score	Sample Response	Explanation of Score
1	<ul style="list-style-type: none"> • <i>I ride, no good bus</i> • <i>Sometimes busses is late.</i> 	Content does not directly address prompt.
	<ul style="list-style-type: none"> • <i>bus</i> 	Isolated word(s) or phrase(s).
	<ul style="list-style-type: none"> • <i>It have public transportation</i> 	Functional task is not achieved.
	<ul style="list-style-type: none"> • <i>Grehound buss going</i> 	Meaning may be partially clear, but errors are serious and numerous.
	<ul style="list-style-type: none"> • <i>It buse</i> • <i>a boss</i> 	Meaning is not clear.
2	<ul style="list-style-type: none"> • <i>Is bus</i> • <i>a bus</i> • <i>picture of a bus</i> 	Less than a complete sentence(s).
	<ul style="list-style-type: none"> • <i>This bus.</i> • <i>A bus.</i> 	Content vague or sparse.
	<ul style="list-style-type: none"> • <i>Here a bus.</i> • <i>This picture is bus.</i> 	Functional task is partially achieved. Meaning is partially clear.
3	<p>Other acceptable responses:</p> <ul style="list-style-type: none"> • <i>This is a picture of a bus.</i> • <i>It is a bus.</i> • <i>This is bus.</i> • <i>It a bus.</i> • <i>this is a buss.</i> • <i>It is a Bus</i> 	Content directly addresses prompt. Functional task is achieved. Meaning is clear. Complete sentence(s).

Level 1

2



What is the woman doing?

She's eating lunch.

Item 2—Write to Describe: Woman Eating

Score	Sample Response	Explanation of Score
1	<ul style="list-style-type: none"> • hungry • Drink, bowl, sandwich 	Content does not directly address prompt.
	<ul style="list-style-type: none"> • Eat • lunch 	Isolated word(s) or phrase(s).
	<ul style="list-style-type: none"> • Some bowl, cup, I pick up soup and I hungry too 	Functional task is not achieved.
	<ul style="list-style-type: none"> • Women she eat 	Meaning may be partially clear, but errors are serious and numerous.
	<ul style="list-style-type: none"> • Womn se it • eat foot 	Meaning is not clear.
2	<ul style="list-style-type: none"> • has lunch • Is eat • she eat 	Less than a complete sentence(s).
	<ul style="list-style-type: none"> • She have eat. • Eat the brakfast • She's eat. 	Content vague or sparse.
	<ul style="list-style-type: none"> • Eat a food • eting • Woman she eating food. 	Functional task is partially achieved.
		Meaning is partially clear.
3	<p>Other acceptable responses:</p> <ul style="list-style-type: none"> • shes eating. • The women is eating • She's eating (food/a meal). • The woman is having lunch. 	<p>Content directly addresses prompt.</p> <p>Functional task is achieved.</p> <p>Meaning is clear.</p> <p>Complete sentence(s).</p>

Level 1

Writing

Directions: Complete the form. Use only information from the Answer List.
One line is completed.

3

Answer List

41 years old
Donald Rowe
190 pounds
Male
6 feet 1 inch



Kinley Medical Center Patient Medical History

Gender Male Age 41 years old
Name Donald Rowe
Height 6 ft. 1 in. Weight 190 pounds

Item 3—Write to Accomplish Tasks: Medical Form


Score	Sample Response	Explanation of Score
1	Gender _____ Age _____ Height 190 pounds Weight 6 feet 1 inch	Functional task is not achieved. 50% or fewer blanks filled. 50% or less information placed correctly.
	Gender <i>m</i> Age 41 Height 6 fet 1 Weight 190	Meaning may be partially clear, but errors are serious and numerous.
	Gender <i>mal</i> Age 41 year Height 6 1 Weight 19 pond	Meaning is not clear.
2	Gender <i>male</i> Age 41 yers Height 6 feet 1 Weight 190	Functional task is partially achieved. Over 50% information placed correctly. Meaning is partially clear.
3	Other acceptable responses: Gender <i>male</i> Age 41 year old Height 6 feet 1 in Weight 190 pound	Functional task is achieved. All information placed correctly. Meaning is clear.

Level 1

Writing

Directions: Complete the list. Use only the items in the picture.
Number 1 is completed.

4



1. trash can
2. buildings
3. trees
4. car
5. flag

Item 4—Write to Accomplish Tasks: Four Objects in City Scene

Score	Sample Response	Explanation of Score
1	2. <i>tree</i> 3. <i>officia</i> 4. _____ 5. _____	Functional task is not achieved. 50% or fewer blanks filled. 50% or less information placed correctly.
	2. <i>tre</i> 3. <i>car</i> 4. <i>us fleg</i> 5. <i>mel box</i>	Meaning may be partially clear, but errors are serious and numerous.
	2. <i>bildin</i> 3. <i>carro</i> 4. <i>estop</i> 5. <i>grin layt</i>	Meaning is not clear.
2	2. <i>america flag</i> 3. <i>light stop</i> 4. <i>bildings</i> 5. _____	Functional task is partially achieved. Over 50% information placed correctly. Meaning is partially clear. Note: Accept phonetic spelling of objects if comprehensible.
3	Other acceptable responses: <ul style="list-style-type: none"> • <i>offices</i> • <i>American/U.S. flag</i> • <i>mailbox/mail drop box</i> • <i>auto</i> • <i>bench</i> • <i>bus stop</i> • <i>traffic light/stop light</i> 	Functional task is achieved. All information placed correctly. Meaning is clear. Note: Accept one spelling error and one missing plural.

Level 1

Writing

Directions: Look at the pictures. Use the words under each picture to write a sentence about it. Number 1 is completed.

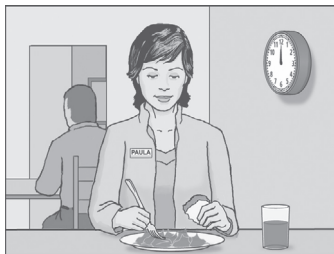
5



1. Paula Montez / start work / 8:30 A.M.



2. cashier



3. lunch / cafeteria



4. leave work / 5:00 P.M.

1. Paula Montez starts work at 8:30 A.M.

2. She is a cashier.

3. She has lunch at noon in the cafeteria.

4. She leaves work at 5:00 P.M.


Item 5—Extended Writing: Paula Montez

Score	Sample Response	Explanation of Score
1	2. <i>payin cash</i> 3. <i>Paula Montez at 12:00.</i> 4. <i>the klok she go to home</i>	Content does not directly address prompt.
	2. <i>cashier</i> 3. <i>eat cafeteria</i> 4. _____	Isolated word(s) or phrase(s). Functional task is not achieved. Meaning may be partially clear, but errors are serious and numerous.
	2. <i>es cashier</i> 3. <i>es lonch cafteria</i> 4. <i>es go work 500 pm</i>	Meaning is not clear.
2	2. <i>cashier</i> 3. <i>Lady lunch eatin cafeteria.</i> 4. <i>Lady leave the work, the 5:00 P.M.</i>	Content vague or sparse. Less than one sentence per picture. Functional task is partially achieved. Meaning is partially clear.
3	2. <i>Paula cashiers.</i> 3. <i>She lunches in cafeteria.</i> 4. <i>Paula leave work at 5.</i>	Content directly addresses prompt. One sentence per picture. Functional task is achieved. Meaning is clear.
4	Other acceptable responses: 2. <i>She is cashier at clothing store.</i> 3. <i>She eating lunch at cafeteria. OR She always eats her lunch at a cafeteria.</i> 4. <i>She leave work at the 5:00.</i>	Content richly addresses prompt. One sentence per picture. Functional task is fully achieved. Meaning is clear.

Level 2

Directions: For Numbers 1 and 2, write two sentences about each picture.

1



1) The woman is waiting for a bus at the bus stop.


2) She's sitting on a bench and reading the newspaper.

Item 1—Write to Describe: Woman at Bus Stop

Score	Sample Response	Explanation of Score
1	1) <i>One day I waiting 1 hour bus but bus no come.</i> 2) <i>I so angry!!!</i>	Content does not directly address prompt.
	1) <i>He BUS STOP</i> 2) <i>Read one Newspaper</i>	Isolated word(s) or phrase(s).
	1) <i>He sitting, reading.</i> 2) <i>The woman stays here.</i>	Functional task is not achieved.
	1) <i>Women wate bus at bus stop.</i> 2) <i>She sit bench and reed noospaper.</i>	Meaning may be partially clear, but errors are serious and numerous.
	1) <i>women from bus from bus stop wait.</i> 2) <i>she in bench sit one newspaper reed.</i>	Meaning is not clear.
2	1) <i>waiting for bus</i> 2) <i>reading paper</i>	Less than a complete sentence(s).
	1) <i>The woman waited.</i> 2) <i>She sit to reading.</i>	Content vague or sparse.
	1) <i>The woman waiting for the bus from the bus stop.</i> 2) <i>She siting on one bench and reading one newspaper.</i>	Functional task is partially achieved. Meaning is partially clear.
3	Other acceptable responses: 1) <i>The lady waits for bus at bus stop.</i> 2) <i>She sits on bench and reads a news.</i>	Content directly addresses prompt. Functional task is achieved. Meaning is clear. Complete sentence(s).

Level 2

2



1) A man is buying a bag of groceries at the supermarket.

2) A woman is waiting in line.

Item 2—Write to Describe: Market Checkout Stand

Score	Sample Response	Explanation of Score
1	1) <i>You get good money in cashier job.</i> 2) <i>Supermarket too expensive I think.</i>	Content does not directly address prompt.
	1) <i>clerk, customers shopping</i> 2) <i>food grocery</i>	Isolated word(s) or phrase(s).
	1) <i>Two peple waiting.</i> 2) <i>Give me the cash.</i>	Functional task is not achieved.
	1) <i>there is the man, lady they to get market food</i> 2) <i>they pay to the cashes</i>	Meaning may be partially clear, but errors are serious and numerous.
	1) <i>Thes pepl weyt the layn an a foots by en markt</i> 2) <i>He es peyd th card for money in estor for get food</i>	Meaning is not clear.
2	1) <i>In the line at market waiting and buying food.</i> 2) <i>Paying to the clerk.</i>	Less than a complete sentence(s).
	1) <i>The man is paying for the food.</i> 2) <i>The lady behind him.</i>	Content vague or sparse.
	1) <i>Peoples get in line to pay the money.</i> 2) <i>Clerk puts foods in bag and man pays to him.</i>	Functional task is partially achieved. Meaning is partially clear.
3	Other acceptable responses: 1) <i>People buy food at the store.</i> 2) <i>A man pays the cashier.</i> OR 1) <i>There's a bag of groceries at the checkout stand and a man is paying the clerk.</i>	Content directly addresses prompt. Functional task is achieved. Meaning is clear. Complete sentence(s).

Level 2

Writing

Directions: Marci and Juan are having a party. Write their party invitation to Mark and Jasmine. Use all the phrases in the box. Add commas and periods where needed.

3

on Saturday June 21
Please come to our party
June 5
Your friends
The party starts
Dear Mark and Jasmine
at 12:00 noon
Marci and Juan



Party Invitation _____ June 5

Dear Mark and Jasmine,

Please come to our party on Saturday,

June 21. The party starts at 12:00 noon.

Your friends,

Marci and Juan

Item 3—Write to Accomplish Tasks: Party Invitation

Score	Sample Response	Explanation of Score
1	<p><i>marci and juan</i> <i>on Saturday june 5</i> <i>please come to our party on june 5</i> <i>your frinds the party starts</i> <i>Dear mark and Jasmine</i></p>	Functional task is not achieved.
	<p><i>Marci and juan</i> <i>on Saturday june 21</i> <i>please come to our party</i> <i>June 5</i> <i>Your friends</i> <i>Please come to our party Dear</i> <i>Mark and Jasmine at 12:00 noon.</i> <i>The party starts on Saturday</i> <i>June 21.</i> <i>Marci and Juan</i> <i>June 5</i></p>	50% or fewer blanks filled. 50% or less information placed correctly.
	<p><i>june 5</i> <i>on Saturday June 21</i> <i>Please come to our party</i> <i>Your friends</i> <i>The party starts</i> <i>Dear Mark and Jasmine</i> <i>at 12:00 noon</i> <i>Marci and Juan</i></p>	Meaning is not clear.
2	<p><i>June 5</i> <i>Marci and Juan</i> <i>Please come to our party on</i> <i>saturday, June 21 the party starts</i> <i>at 12:00 noon.</i> <i>your frinds</i> <i>Dear Mark and Jasmine</i></p>	Functional task is partially achieved. Over 50% information placed correctly. Meaning is partially clear.



Item 3—Write to Accomplish Tasks: Party Invitation, Continued

Score	Sample Response	Explanation of Score
3	<p style="text-align: right;"><i>June 5</i></p> <p><i>Dear Mark and Jasmine</i></p> <p><i>Please come to our party on</i> <i>saturday, june 21 The party</i> <i>starts 12:00 noon.</i></p> <p><i>Your friends,</i> <i>Marci and Juan</i></p>	<p>Functional task is achieved.</p> <p>All information placed correctly.</p> <p>Meaning is clear.</p>



Level 2

Directions: You are looking for a new job. Write four things you do to find a new job.

4

1. Read the newspaper ads.
2. Look for Help Wanted signs.
3. Use an Internet job board.
4. Talk to friends.
5. Fill out applications.

Item 4—Write to Accomplish Tasks: Four Tasks to Find a New Job

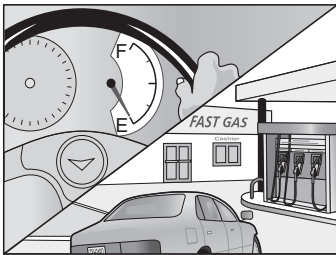
Score	Sample Response	Explanation of Score
1	2. <i>looke ads</i> 3. <i>fil up</i> 4. _____ 5. _____	Functional task is not achieved. 50% or fewer blanks filled.
	2. <i>look a sign</i> 3. <i>ask to frend</i> 4. <i>fil up applcaton</i> 5. <i>go in stor</i>	Meaning may be partially clear, but errors are serious and numerous.
	2. <i>see sin</i> 3. <i>spik th fren</i> 4. <i>fil aplecetn</i> 5. <i>tak en manger</i>	Meaning is not clear.
2	2. <i>see signs</i> 3. <i>tell manager I need job now</i> 4. <i>fil up forms</i> 5. _____	Functional task is partially achieved. Over 50% information placed correctly. Meaning is partially clear.
3	Other acceptable responses: 2. <i>Look at Help want sign.</i> 3. <i>Use a internet job board.</i> 4. <i>Talk to friends.</i> 5. <i>Fill up application.</i>	Functional task is achieved. All information placed correctly. Meaning is clear. Note: Accept additional reasonable responses.

Level 2

Writing

Directions: Write a paragraph about the pictures. The first sentence is written for you. Write another sentence about the first picture. Then write at least one sentence for each of the other three pictures.

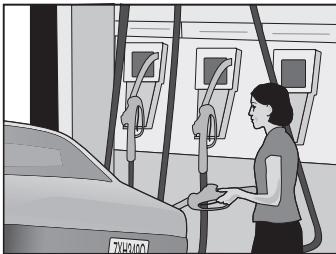
5



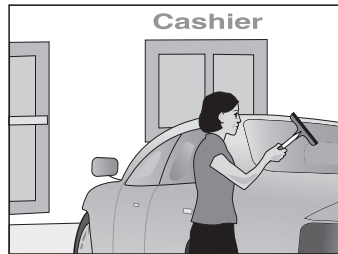
1



2



3



4

Lydia's car is out of gas. The gauge says it's empty, so she's going into the gas station. She's paying for the gas at the cashier window. Next, she's filling up her car with gas. She's also washing her car windows. Now she's ready to go!


Item 5—Extended Writing: Lydia Buys Gas

Score	Sample Response	Explanation of Score
1	<p>Lydia's car is out of gas. Car need the oil to buy in store gas. Car too old and not work too good. Lydia go to get hamburger too. Lydia see Cashier and wave bye.</p>	Content does not directly address prompt.
	<p>Lydia's car is out of gas. The red nedel is E in the Lydia car Lydia go Cashier the gas in car windo car is wash</p>	Isolated word(s) or phrase(s). Functional task is not achieved. Meaning may be partially clear, but errors are serious and numerous.
	<p>Lydia's car is out of gas. Lydia car E goin Fst Gas. Lydia Casher, gas pump Lydia wachin car</p>	Meaning is not clear.
2	<p>Lydia's car is out of gas. Lydia pay to Cashier. Lydia put gas Lydia wach window car.</p>	Content vague or sparse. Less than one sentence per picture. Functional task is partially achieved. Meaning is partially clear.
3	<p>Lydia's car is out of gas. Lydia driving in gas staton. She pay the moneys to Cashier. Then she putting the gas in car. Final she wash window in car.</p>	Content directly addresses prompt. One sentence per picture. Functional task is achieved. Meaning is clear.
4	<p>Other acceptable response: Lydia's car is out of gas. The gage say empty, so shes going in the gas station. Lydia payed for the gas at a Cashier window. Then, she fills up her car with the gas. She also washs her car's windows. Now she's ready to go!</p>	Content richly addresses picture prompt. One sentence per picture. Functional task is fully achieved. Meaning is clear.

Level 3

Directions: For Numbers 1 and 2, write two sentences about each picture.

1



1) A boy and a girl are fixing a bike.


2) They are working on a wheel.

Item 1—Write to Describe: Repairing Bike

Score	Sample Response	Explanation of Score
1	1) Sometimes bike break. 2) My friend fixed my handelbar long time go.	Content does not directly address prompt.
	1) bik 2) two people. the bike brok.	Isolated word(s) or phrase(s).
	1) Kids and bikes at the house. 2) They are working.	Functional task is not achieved.
	1) kid bik fix near hous 2) work on weel of bik	Meaning may be clear, but errors are serious and numerous.
	1) Break the bike girl 2) That repair, so hard work man and girl to wheel tare.	Meaning is not clear.
2	1) The dad is near the house. 2) He is fix the wheel problem.	Content vague or sparse.
	1) For fix the bike, they are work hard on the tare in the wheel. 2) The bike wheel has a break.	Functional task is partially achieved. Meaning is partially clear.
	Other acceptable response: 1) The girl bike is broke. 2) To repair the bike, the father and daugter/brother and sister is working hard on the tear in the wheels.	Content directly addresses prompt. Functional task is achieved. Meaning is clear.
3		

Level 3

2



1) The boy and grandmother are waving goodbye.

2) The boy will go to Franklin Elementary School.

Item 2—Write to Describe: Boy Goes to School

Score	Sample Response	Explanation of Score
1	1) <i>I miss granmathar like this one.</i> 2) <i>She always bake cookie to me and she alway tell the story in her lifetime.</i>	Content does not directly address prompt.
	1) <i>Boy Begin.</i> 2) <i>By! Have nice day!</i>	Isolated word(s) or phrase(s).
	1) <i>The boy handing up.</i> 2) <i>The boy and lady is comin schol.</i>	Functional task is not achieved.
	1) <i>boy es wev god by</i> 2) <i>he go es to frank elementary schol</i>	Meaning may be clear, but errors are serious and numerous.
	1) <i>scol begin day, boy say by</i> 2) <i>se say hav nice day</i>	Meaning is not clear.
2	1) <i>It's the boy first day.</i> 2) <i>Gramma say, "By!"</i>	Content vague or sparse.
	1) <i>The Boy is first day in 5 grade.</i> 2) <i>The women say, "Bye, have nice one!"</i>	Functional task is partially achieved. Meaning is partially clear.
3	Other acceptable responses: 1) <i>It's Michael's first day in the Grade 5.</i> 2) <i>His aunt say, "Bye! Have a nice day!"</i>	Content directly addresses prompt. Functional task is achieved. Meaning is clear.

Level 3

Writing

3 Friendly Note

You have just moved into a new apartment. Write a short letter to your friend, Dana, who lives in another city. Describe your new home to your friend. Include today's date and the necessary parts of a letter.

May 12, 2007

Dear Dana,

I'd like to tell you, my friend, that I moved into a new apartment. It's very nice, very modern, and big. Now I have a study or maybe an extra bedroom and one more bath too. That's very good for you to come and visit. I hope you can come pretty soon. It has an upstairs and is very pretty. It's a nice part of the city too—pretty close to the park and shopping. So please come, ok? Let me know.

Your friend,

James Chan.

Item 3—Write to Accomplish Tasks: Friendly Note

Score	Sample Response	Explanation of Score
1	<p>Hi Dana</p> <p>You just moved into a new apartment. Please describe your new home to your friend. I want to have a short letter and the necessary parts. Your in another city so I can come to visit pretty soon. Then I describe your new home.</p> <p>Ok bye</p>	Content does not directly address prompt.
	<p>Moved into a new apartment.</p> <p>My friend, Dana, who lives in another city. Describe my new home to my friend.</p> <p>Ok, new home apartment good, big. I lik and you</p>	Isolated word(s) or phrase(s). Functional task is not achieved.
	<p>may 12 07</p> <p>friend, Dana</p> <p>I just moved a new apartment. I descibe, bery big and mor room. Mor spece for the visit, like you. Mor stor and park and good neibor. I like.</p> <p>godbye</p> <p>James</p>	Meaning may be clear, but errors are serious and numerous.
	<p>may 12 07</p> <p>friend, Dana</p> <p>mov in new apatment, big and moden. So you lik. oter betroom and room more nebor nayce for meet. I see city nayce.</p> <p>Ok, bye</p>	Meaning is not clear.



Item 3—Write to Accomplish Tasks: Friendly Note, Continued

Score	Sample Response	Explanation of Score
2	<p style="text-align: right;"><i>May 12, 2007</i></p> <p><i>Dear Dana</i></p> <p><i>I just moved into a new apartment. I describe my new home very big and very new and a lot of bathroom, bedroom for extra. No more crowd. That mean you come now for visiting and no worry. It's good place in city, stor and park and good neibor. So I see you later, right? Happy to you.</i></p> <p><i>James</i></p>	<p>Content vague or sparse. Functional task is partially achieved. Meaning is partially clear.</p>
3	<p>Other acceptable response:</p> <p style="text-align: right;"><i>May 12, 2007</i></p> <p><i>Dear Dana,</i></p> <p><i>I like to tell you, friend, I move into a new apartment. It's very nice, very modern and big. Now I have a study or maybe extra bedroom and one more bath too. That's very good for you to visit. So I hope you come pretty soon. It has upstairs part and very pretty. A nice place in the city too, pretty close to park and shoppings. So come, ok? Let me know.</i></p> <p><i>Yours friend</i></p> <p><i>James Chan.</i></p>	<p>Functional task is achieved. Content directly addresses prompt. Meaning is clear.</p>



Level 3

4 Thank-you Note

You just returned from a job interview for a sales position. Write a short, polite letter to thank the interviewer, Mr. Mike Jackson. Include today's date and the necessary parts of a letter.

November 14, 2008

Dear Mr. Jackson:

Thank you again for the chance to meet you and
discuss the sales position with your company.
I really like the position and the company. I believe I
have good skill for this position.
I look forward to hearing more about it from you.

Sincerely, _____

Oscar Ruiz

Item 4—Write to Accomplish Tasks: Thank-you Note

Score	Sample Response	Explanation of Score
1	Mr. Mike Jackson, I just returned from a job interview for a sales position. I am write a short polite leter. today's date is 14 novembr.	Content does not directly address prompt.
	interviewer, mr. mike jackson thank the interview sales position	Isolated word(s) or phrase(s). Functional task is not achieved.
	noviembre 14, 08 Dear mr. mike Thanks you bery naice intrabu of sell position, i lake job youre compny good and secsful. I tink I make a good qestions to you so maybe you lake me to. thanks you Oscar Ruiz	Meaning may be clear, but errors are serious and numerous.
	No 14 Mr. Mike Thanks you job intrviw sales I good job is good compny Hope you lik Oscar	Meaning is not clear.
2	November 14, 2008 Dear Mr. Mike, Thanks to you very much for nice interview about position. I like the job and your company is good and sucesful. I think I made good questions for you so I think you like me too. Thank you, Oscar Ruiz	Content vague or sparse. Functional task is partially achieved. Meaning is partially clear.



**Item 4—Write to Accomplish Tasks: Thank-you Note,
Continued**

Score	Sample Response	Explanation of Score
3	<p>Other acceptable response:</p> <p style="text-align: right;"><i>November 14, 2008</i></p> <p><i>Dear Mike Jackson:</i></p> <p><i>Thank you again for chance to meet you and discuss about the sales position with your company. I really like the position and the company. I know I will have a good skill in this position. I will look foward to hear more about it from you.</i></p> <p><i>Sincerly,</i> <i>Oscar Ruiz</i></p>	<p>Functional task is achieved.</p> <p>Content directly addresses prompt.</p> <p>Meaning is clear.</p>



Level 3

Writing

- 5 Think about why you are learning English. Write a paragraph to explain how learning English can help you.

How Learning English Can Help You

Learning English can help you. How? If you know English, then you can speak with people from across the world. You can get to know interesting and powerful people. You can get interesting international jobs and you can make more money in your profession. Finally, knowing English is good for your intelligence. In conclusion, although learning English is not easy, it can help you have a better life.

Item 5—Extended Writing: Why You Are Learning English

Score	Sample Response	Explanation of Score
1	<i>Learning English can help you. You should know the grammar, that how to put the words, how to spell the words, how to say yesterday and today. You should know the words, the variety of word, the best words for the different situation. You should know to say the word so they understan. And you should know the polite way for speak English, and you should never say the unpolite way. And you should know to write.</i>	Content does not directly address prompt.
	<i>speak English with peoples from around world. get many many money for work. good for inteligents. not peace of cake, but have good life. interest and powerful peoples!!!</i>	Isolated word(s) or phrase(s). Functional task is not achieved. Meaning may be clear, but errors are serious and numerous.
	<i>how learning English can help YOU! know English with peple from world. have world jobs. get many money. and know English good inteligents. not cake peaces, have good life. meet interest power peple!!!</i>	Meaning is not clear.

**Item 5—Extended Writing: Why You Are Learning English, Continued**


Score	Sample Response	Explanation of Score
2	<i>How Learning English Can Help You</i> <i>Speaking English with the people from the world. Having the interest world jobs. Getting many money for the work. And knowing English is good for inteligents. Although not piece of cake, but have the good life. Meeting the people that is interest and powerful!!!</i>	Content vague or sparse. Functional task is partially achieved. Meaning is partially clear.
3	<i>How Learning English Can Help You</i> <i>If you knowing English, you speaking with people from across the world. You meeting the people that is interesting and powerful. You having the interesting internationel jobs and you getting more money for the work and knowing English is good for inteligence. Although to learn English is not like a piece of cake, you have the better life.</i>	Content directly addresses prompt. Functional task is achieved. Meaning is clear.

Score	Sample Response	Explanation of Score
4	Other acceptable response: <i>How Learning English Can Help Me</i> <i>Learning English can help me. How? If I know English, then I can speak with people from across the world. I can get to know the interesting and powerful people. I can get the interesting international jobs and I can get more money for the work. Finally, knowing English is good for intelligence. In conclusion, although learning English is no piece of cake, it can help me have the better life.</i>	Content richly addresses prompt. Functional task is fully achieved. Meaning is clear.

Level 4

Directions: For Numbers 1 and 2, write two sentences about each picture.

1



1) Two women have a new painting.

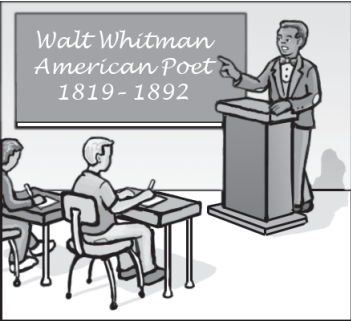
2) They are hanging the picture on the living room wall.

Item 1—Write to Describe: Hanging a Picture

Score	Sample Response	Explanation of Score
1	1) <i>Pictor is nice on a wall.</i> 2) <i>Gramma is not too old.</i>	Content does not directly address prompt
	1) <i>hold pictur for wall</i> 2) <i>the livin room</i>	Isolated word(s) or phrase(s).
	1) <i>They have pictur in the wall, to put out</i> 2) _____	Functional task is not achieved.
	1) <i>2 womin want a piture putting out in wall of livin room</i> 2) <i>So they to stand and put up.</i>	Meaning may be clear, but errors are serious and numerous.
	1) <i>A womin put wal pitur and holding,</i> 2) <i>2 womin helping</i>	Meaning is not clear.
2	1) <i>People hang up paint to living room walls.</i> 2) <i>They hold up paint on wall.</i>	Content vague or sparse.
	1) <i>One lady and one girl are put up a piture on a wall.</i> 2) <i>Old one holding piture and other useing hamer to put on wall</i>	Functional task is partially achieved. Meaning is partially clear.
	Other acceptable responses: 1) <i>The mother and her daughter have a new picture painting.</i> 2) <i>They are hanging the picture in live room on wall. The girl uses the hammer.</i>	Content directly addresses prompt. Functional task is achieved. Meaning is clear.
3		

Level 4

2



1) This man is the teacher of a class and he's teaching the students.

2) These students are learning about an American Poet.

Item 2—Write to Describe: Teacher in Classroom

Score	Sample Response	Explanation of Score
1	1) <i>Walt Whitman Amercian poet.</i> 2) <i>I think good one me to learn</i>	Content does not directly address prompt.
	1) <i>teacher say Walt Whitman American Poet</i> 2) <i>in classe</i>	Isolated word(s) or phrase(s).
	1) <i>in the class som studen,</i> 2) <i>teachr talk, and write</i>	Functional task is not achieved.
	1) <i>this studentes tak the classe for Ingles</i> 2) <i>lern literatur techr tel the American Poet</i>	Meaning may be clear, but errors are serious and numerous.
	1) <i>som estuden they writ,</i> 2) <i>hering a man tich</i>	Meaning is not clear.
2	1) <i>Man show board to teachin.</i> 2) <i>Some boys writing about teachin</i>	Content vague or sparse.
	1) <i>These are class student so they study now.</i> 2) <i>Teacher point to board to tell.</i>	Functional task is partially achieved. Meaning is partially clear.
	Other acceptable responses: 1) <i>The front man is teacher of the class and he's teaching students.</i> 2) <i>This students learn about the American Poet.</i>	Content directly addresses prompt. Functional task is achieved. Meaning is clear.



Level 4

Writing

3 Recommendation Note

The office where you work has a job opening, and your friend Scott would like the job. Write a short letter to your manager, Ms. Emma Austin, recommending your friend for the job. Tell your manager that Scott has good skills and experience. Include today's date and the necessary parts of a letter.

April 5

Dear Emma Austin

Please let me recommend Scott Tan for a job in our company in warehouse shipping and receiving. Scott has good experience in this position and skills that will make him successful. If you like, I will tell him he can call you.

Thank you very much,

Art Miljevich

Item 3—Write to Accomplish Tasks: Recommendation Note

Score	Sample Response	Explanation of Score
1	<p>April 5</p> <p>the office where you work has a job opening</p> <p>friend Scott like the job ples</p> <p>so I write a letter to your manager, Ms. Emma Austin, recommending</p>	Content does not directly address prompt.
	<p>Ms. Emma Austin</p> <p>Hello Emma</p> <p>Scott is friend to me. He is, good skills and experience. Match for job opening.</p>	Isolated word(s) or phrase(s). Functional task is not achieved.
	<p>Dear Ms. Emma</p> <p>4-5 april</p> <p>please to recmend Scott, frend for job in our compny. Scott always having good experiences. Yes, I tink skills you liking. Scott bery good in job, he com here see you.</p> <p>Art Miljevich</p>	Meaning may be clear, but errors are serious and numerous.
	<p>4, 5</p> <p>My frind scot he to getting jobs like, skel and esperins. You lak the scott so he com. I hope, thanks you</p> <p>A. M.</p>	Meaning is not clear.



Item 3—Write to Accomplish Tasks: Recommendation Note, Continued

Score	Sample Response	Explanation of Score
2	<p style="text-align: right;">April 5</p> <p>Dear Emma Austin</p> <p>Please I want to recmend Scott for job in our company. You know which job? Scott have good experiences. Yes, I think skills you like and important for make success. The job in warehouse for recebing where he can work before. I tell him he can call you, ok?</p> <p>Thanks you</p> <p>Art Miljevich</p>	<p>Content vague or sparse.</p> <p>Functional task is partially achieved.</p> <p>Meaning is partially clear.</p>
3	<p>Other acceptable response:</p> <p style="text-align: right;">April 5, 2007</p> <p>Emma Austin, Manager</p> <p>Dear Ms. Austin:</p> <p>Please can you help? I have good friend, his name is Scott. He likes the new job you have open. Scott has very good skills and experiences for this job so I write this to recomend him for it. He worked this job before. He will fill his aplication today for you, he told me. You going to like him very much.</p> <p>Thanks very much,</p> <p>Art Miljevich</p>	<p>Functional task is achieved.</p> <p>Content directly addresses prompt.</p> <p>Meaning is clear.</p>



Level 4

Writing

4 Request for Service Note

Your bank made a mistake on your checking account statement. You made a \$50.00 deposit that does not appear on the statement. Write a short, polite letter to the bank manager, Mr. Paul Espinoza, explaining the mistake. In the letter, ask the bank to correct the mistake. Include today's date and the necessary parts of a letter.

Terrence Kim
33 Telluride Parkway
Grange, WY 66777

August 8, 2007
Mr. Paul Espinoza, Manager
Bank of America
Dear Mr. Espinoza:

Please note that your bank made a mistake on
my bank statement for July 2007. I see from my
records that I made a checking account deposit of
\$50 on July 3. But I do not see this money
deposited on my statement. And my records show
\$50 more than you show, so I think someone made
a mistake. I talked to the teller, Ann, and she says I
need to talk to you, so I write hoping you can fix the
mistake. Thanks so much for your attention to this.

Sincerely,
Mr. Terrence Kim

Item 4—Write to Accomplish Tasks: Request for Service Note

Score	Sample Response	Explanation of Score
	<p><i>One time my bank make mistake, not 50.00, really 500.00. I worry and tell my wif you go to bank and talk to correct mistake. Well, she talk to 3 people and final they catch</i></p> <p><i>No more worry!</i></p>	Content does not directly address prompt.
	<p><i>Hi paul, made a 50.00 deposit that does'not apear on the stateme. Write a short polite letter explaining the mistake</i></p> <p><i>50.00 deposit is mistake</i></p>	Isolated word(s) or phrase(s). Functional task is not achieved.
1	<p style="text-align: right;"><i>agust 8</i></p> <p><i>Mr. Manager, Paul</i></p> <p><i>I looking to statement juli, finding problem.</i></p> <p><i>50 dollar in bank at atm gone.</i></p> <p><i>Problen is money gone my account, but I put moneys there. Som ones in bank say no nothing. I thin you is one can be help so I thin</i></p> <p><i>sincer</i></p> <p><i>T. Kim</i></p>	Meaning may be clear, but errors are serious and numerous.
	<p style="text-align: right;"><i>dear Paul</i></p> <p><i>Bank made a mistak on your chect. 50. not statement so esplan mistak, you help? Meybe mistak is veri import</i></p> <p><i>since, Kim T</i></p>	Meaning is not clear.

**Item 4—Write to Accomplish Tasks: Request for Service Note, Continued**

Score	Sample Response	Explanation of Score
2	<p style="text-align: right;"><i>August 8, 2007</i></p> <p><i>Dear Mr. Paul Espinoza,</i> <i>I look at my statement of July, last month and I find error problem. Please can you see my statement and look for fifty (50) dollar I put in bank on that day July 3. It not there in your statement so is mistaken by someones in your bank. I put in bank at ATM machine outside I look and also I ask but not showing up so you can help.</i></p> <p><i>deep regreting,</i> <i>Terrence Kim</i></p>	<p>Content vague or sparse.</p> <p>Functional task is partially achieved.</p> <p>Meaning is partially clear.</p>

Score	Sample Response	Explanation of Score
3	<p>Other acceptable response:</p> <p style="text-align: right;"><i>Terrence Kim</i> <i>33 Telluride Parkway</i> <i>Grange, WY 66777</i></p> <p><i>August 8, 2007</i> <i>Mr. Paul Espinoza, Manager</i> <i>Bank of America</i> <i>Dear Mr. Espinoza:</i></p> <p><i>Please notice that your bank made mistake, I think on my bank statement for July 2007. I see my record I made deposit of \$50 on July 3, deposit at checking account. But I looked and checked again and again and not see this money deposit in my statements. And my record is \$50 more than you, so I think someone make mistake. I talked to teller Ann and she says I need to talk to you, so I write this, I hope you can fix the mistake.</i></p> <p><i>Thanks so much for your attention on this.</i></p> <p><i>Sincerely,</i> <i>Mr. Terrence Kim</i></p>	<p>Functional task is achieved.</p> <p>Content directly addresses prompt.</p> <p>Meaning is clear.</p>



Item 5—Extended Writing: The Ideal Job



Item 5—Extended Writing: The Ideal Job, Continued

Score	Sample Response	Explanation of Score
3	<p><i>I think I can be nurse some day, that job I most dream to have.</i></p> <p><i>First thing, this job feels happy, becaus people needing help when sickness or injury. Nurses do that everyday.</i></p> <p><i>Another thing, the new tecnolgy for nurse is good. I like to learn new tecnolgy and I can learn it fast.</i></p> <p><i>One more thing, the pay is very good in medicine field and I need to help my family for this. It will be good for every body.</i></p>	<p>Content directly addresses prompt.</p> <p>Functional task is achieved.</p> <p>Meaning is clear.</p>
4	<p>Other acceptable response:</p> <p><i>The Best Job</i></p> <p><i>A nurse is the job I would most like to have. If I can be a nurse I will always be happy. It is because this job is always to help people and talk to them and make them fell better when they sick. That time is when people need the strong hand to take care on them.</i></p> <p><i>Another thing, this job always has good pay and benefit and good advancing in technologies. So I like to work with the new machines and learn them just like work with people.</i></p> <p><i>I will start school soon for this job, but english is the first thing to get better.</i></p>	<p>Content richly addresses prompt.</p> <p>Functional task is fully achieved.</p> <p>Meaning is clear.</p>



GLOSSARY OF TERMS

The following terms are used in the general rubrics and explanation of scores and are defined here for the benefit of the scorer.

anticipated response

One of many possible responses that an examiner might expect to read at each score level. The anticipated responses given in the scoring guide serve only as examples and are not meant to be exhaustive.

appropriateness

The overall suitability of the examinee's writing to the particular situation, including the topic, audience, relationships, and purpose of communication. The scorer should consider the social and cultural aspects of the examinee's writing, including formality. The scorer may score the response in consideration of the question, "Would it be acceptable for a proficient or native speaker to provide such a response in a similar situation or genre?"

coherence

A quality of writing in which sentences are linked together to form larger sections of comprehensible and unified discourse (for example, paragraphs). Writers use textual devices and conventions (for example, transition words, synonyms, repetition) to associate one phrase or sentence to another in order to achieve cohesion, often in support of an overall main idea.

diction

Also known as *word choice*. The writer's choice of words reflects how effectively that choice communicates the intended message and how suitable the choice is for any specific situation or genre.

expression

The writer's style and voice, which includes word choice, but encompasses the larger level of syntax (choice of appropriate sentence structure), including the use of register and idiom, and discourse (choice of logical interconnected sentences and ideas). In short, *expression* is a function of native-like fluency.

functional

The quality of using language to achieve a specific social purpose. In language acquisition studies and in the scoring criteria for the *TABE Complete Language Assessment System—English* Expository Writing Folio, the purposes for using language are often categorized as *descriptive*, *expressive*, and *social*. Examples of these purposes typically include describing, applying for jobs, making lists, narrating a sequence of events, requesting, apologizing, and inviting.

grammar

Sentence-level language abilities. Sentence-level components include word formation (morphology), tense and aspect, word combining (collocation), and word order (syntax).

meaning

The element of communication that is conveyed by structural features, such as grammar, syntax, and word choice. This contrasts with the *functional* element, which is an underlying layer of meaning. Note that an examinee's structure may be flawless yet fail to achieve an expected purpose. On the other hand, a functional task may be achieved despite marred structure. Where one or the other is done well, the examinee might gain a score point. However, the two work in tandem and the highest scorers do well at both.

**mechanics**

The elements of writing that include punctuation, capitalization, and abbreviation. Spelling is a separate criterion and is not considered part of mechanics in this guide.

native-like

Having the quality of a writer whose first language is English, as judged by a person whose first language is English or who is a proficient speaker of English. The text may contain some subtle elements that indicate the writer's first language is other than English.

pragmatics

The study of how language is used and how language use changes depending on the context or situation; in short, using language appropriate to the task. In writing, language use changes depending on the genre and the relationship between the writer and reader.

reliable

Consistent measurement of writing constructs on tests. The test items produce scores that will be similar across diverse testing environments.

rhetoric

The study of how effective writing achieves its goals, and how writers change their approaches or styles to achieve the distinct goals of various genres, topics, audiences, and purposes.

valid

Accurate measurement of writing constructs on tests. The test items measure what they are intended to measure.



Final Item Score Sheet

Examinee Name _____

Test Date _____

Use of this score sheet is unnecessary for a single-reader scoring approach. A single reader should enter each item score (and Condition Code, if applicable) directly into the score chart on the back cover of the Expository Writing Folio.

Item 1

Reader 1	Reader 2	2-Reader Item Score	Final Item Score
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
+	=	÷ 2	=

Item 2

Reader 1	Reader 2	2-Reader Item Score	Final Item Score
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
+	=	÷ 2	=

Item 3

Reader 1	Reader 2	2-Reader Item Score	Final Item Score
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
+	=	÷ 2	=

Item 4

Reader 1	Reader 2	2-Reader Item Score	Final Item Score
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
+	=	÷ 2	=

Item 5

Reader 1	Reader 2	2-Reader Item Score	Final Item Score
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
+	=	÷ 2	=



Reader 2 Score Sheet

Examinee Name _____

Test Date _____

Use this score sheet for the second reader if a two-reader scoring procedure is used. The second reader enters a score (numeral or Condition Code letter) for each of the five items in the Expository Writing Folio. When this is done, the scoring monitor transfers the scores to the Final Item Score Sheet into the Reader 2 box for each item.

Item 1

Item 2

Item 3

Item 4

Item 5