

(1) Writing that receives a score point 1 may	(2) Writing that receives a score point 2 may	(3) Writing that receives a score point 3 may	(4) Writing that receives a score point 4 may
<ul style="list-style-type: none"> • May contain some high-frequency or routine words and phrases • May include vocabulary from the student's native language • Contains widespread spelling errors that are not typical of grade-level native English-speaking peers and that significantly interfere with comprehensibility even with common, high-frequency words; spelling errors may reflect frequent borrowing from the student's native language • May contain some simple sentences using present tense or memorized past tense verbs but with errors and inaccuracies • Includes significant grammar and/or usage errors that interfere with comprehensibility • May copy the prompt or contain no English 	<ul style="list-style-type: none"> • Contains vocabulary that is repetitive or limited in range and variety • May include circumlocution in place of an unknown word or show a struggle to use words correctly • Contains some spelling errors that are not typical of grade-level English-speaking peers and that may interfere with comprehensibility; spelling errors may reflect some borrowing from the native language • Contains mostly simple sentences using present tense; other tenses used inconsistently or inaccurately • Includes frequent grammar and/or usage errors that do not significantly interfere with comprehensibility; errors represent some interference from the native language • May include limited or repetitive use of words and phrases needed to sequence events and compare or connect ideas • Narrates, describes, or explains with few details; lacks language to communicate intended message in more than a limited way 	<ul style="list-style-type: none"> • Contains a moderate variety and range of grade-appropriate 	