

TELPAS WRITING RATING SIMULATION EXERCISE

Objectives



Understand the purpose and goals of the TELPAS simulation.

1

Examine released student writing samples using the TELPAS PLDs.

2

Determine the ratings individually and compare with the group.

3

Discuss what determined the correct ratings for the writing samples.

4

TELPAS WRITING RATING SIMULATION EXERCISE

Test Coordinator Planning

- **The purpose** for completing the simulation exercise is to provide an opportunity for teachers to practice rating writing samples using the Proficiency Level Descriptors (PLDs) before calibrating.
- **The goal** is for all teachers to pass calibration and not require a second rater.
- They will work independently, then collaborate to discuss their ratings. It should take 1.5 hours using 2-4 released writing samples and five minutes discussion time for each.
- Choose writing samples from the **Annotated Examples of Student Writing** released by TEA. The ratings and justifications for each sample are identified.
- Discuss the **Do's and Don'ts** checklist if time permits.

Before you schedule the exercise, decide on the following items:

Will the teachers complete the exercise in-person, virtual or both?

Do you have a CIC, department chair or other lead teacher who would like to lead the exercise?

Will you create an electronic or printed sign in sheet for attendance?

How many sessions do you need to schedule?

Will teachers complete the exercise before or during the session?

How many writing samples will you include? – (*Inform the teachers if there is a mixture of grades.*)

Will you include a writing sample from each rating category? - (*Beg, Int, Adv, Adv-High*)

How will you distribute the exercise?

How will you follow up with teachers who still need help before calibrating?

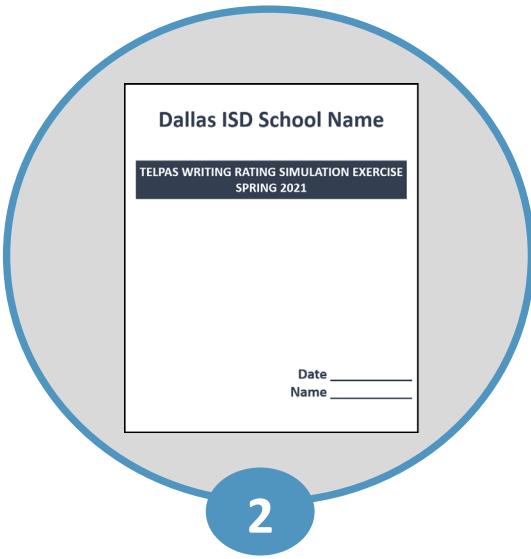
TELPAS WRITING RATING SIMULATION EXERCISE

Training Class Instructions



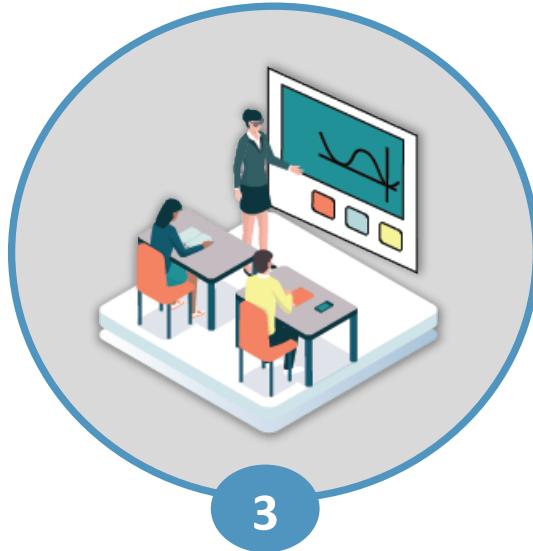
1

Conduct your TELPAS staff training. Schedule a time to complete the TELPAS simulation.



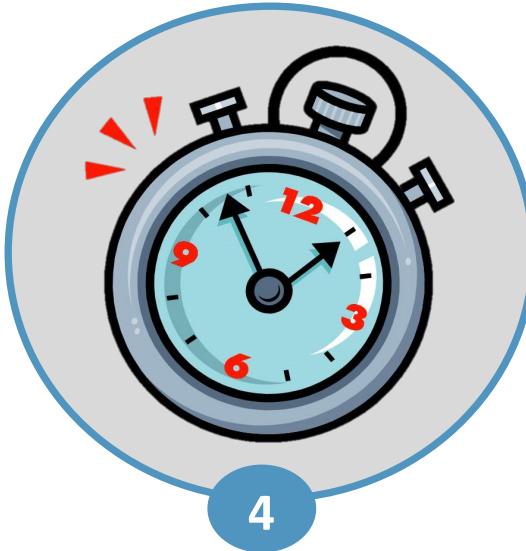
2

Distribute teacher packet with the released writing samples selected for your school type. (ES, MS, HS)



3

Explain the goals, purpose and how to complete the exercise using the contents of the packet.



4

Start the timer for the exercise. Ensure that virtual staff are engaged and follow the schedule.

TELPAS WRITING RATING SIMULATION EXERCISE

Training Class Instructions cont.



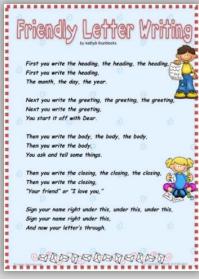
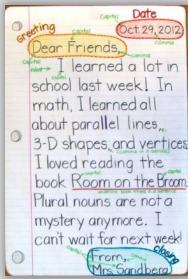
5

End the on time. Offer a short break if necessary. Check the sign-sheet for attendance.



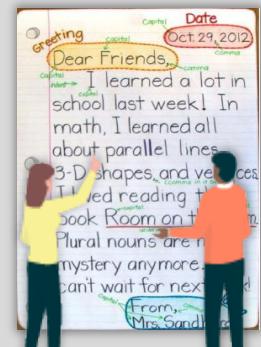
6

Poll the staff to see the level of comfort or difficulty with completing the exercise.



7

Discuss each sample with guiding questions for identifying and choosing the correct rating using the PLDs.



8

Ensure that those with difficulties had their questions answered and are confident to calibrate.

TELPAS Writing Sample Collections/Ratings

Do's and Don'ts



<ul style="list-style-type: none">-Ensure you have completed all required training and calibrated.-Ensure that you fully understand the TELPAS process for writing collections, rater responsibilities and writing assembly.	<ul style="list-style-type: none">-Include samples with missing student information and/or date.-Include writing samples completed prior to February 8, 2021.
<ul style="list-style-type: none">-Collect writing samples from basic classroom instruction that will provide an accurate assessment of the student's proficiency level.	<ul style="list-style-type: none">-Choose samples that are in languages other than English.-Choose samples that do not accurately reflect the student's present level.-Choose samples that contain any of the specifics not allowed. See pages 27-28 of the TELPAS Rater Manual.
<ul style="list-style-type: none">-Select the best writing samples from different times during the rating window. TELPAS ratings are not Pass/Fail.	<ul style="list-style-type: none">-Choose all writing samples from a scheduled "writing day".
<ul style="list-style-type: none">-If unsure, seek feedback about how to determine a student's correct proficiency rating (ex: <i>Advanced</i> vs. <i>Advanced High</i>) before calibrating.-Submit collections to the verifier.-Complete a Cover Sheet for each student.-Rate writing collections and assign an overall rating.-Submit completed and signed rating roster to TC.	<ul style="list-style-type: none">-Rate a student's writing collection without practice and full understanding of the PLDs.

Dallas ISD School Name

**TELPAS WRITING RATING SIMULATION EXERCISE
SPRING 2021**

Name: _____

Date: _____

Grade: _____

TELPAS WRITING RATING SIMULATION EXERCISE

Resources and Instructions

1. Resources:

- Student worksheet
- TELPAS PLD reference sheet
- Released writing samples (*i.e. – Beginner, Intermediate, Advanced, Advanced High*)
- Notes page
- TELPAS Online Basic Training

2. Staff schedule:

- Attend the meeting session assigned by your Campus Test Coordinator.
- Report to the meeting on time. – (*The meeting may be in-person or virtual.*)
- Sign in. - (*The sign-in sheet may be electronic or printed.*)

3. Instructions for completing the exercise: (10 minutes for each sample)

- Review the selected writing prompts.
- Evaluate each writing prompt using the TELPAS PLDs.
- Enter your rating on the student worksheet.
- Make notes to justify your rating during group collaboration.
- Participate in the group discussion.
- Clarify your understanding, if you chose the incorrect rating.

4. TELPAS Reminders:

- Writing samples assigned on or after **February 8** may be included.
- TELPAS assessment window: **February 8 – April 22**
- TELPAS calibration window: **February 8 – February 19**
- Remember to download and save a copy of your certificate of completion after calibrating.
- Sign the oath of test security, and return it to your Campus Test Coordinator.
- [TELPAS Rater manual](#)

Student sample #1: Grade 2

Planting A seed

Lex go to step 1: Get all the things you need. First you need a cup and then soil and a bean or a seed and water different kinds of seeds or beans.

Lex go to step 2: First you need to have a cup then you need soil. Then you put the soil in the cup and dig a hole in the soil.

Lex go to step 3: Then you dig under and put the seed that you chose. Then you need to put the soil that you dug where the bean is.

Lex go to step 4: Then you put more soil if your bean or seed wasn't cover all with soil.

Lex go to step 5:

The last thing to do with your bean or seed put water in the soil that you had in your cup that seed your name. Then you wait some days for your plant could grow. Now you now how to grow a plant.

Student sample #2: Grade 3

Columbus

For Cand Cristo for Columbus
is Cand viajar alio for da Barck
and ~~to~~ ~~do~~ Barck y S Cand volter
For ~~do~~ Barck and for C. For Columbus
is Can duett is Can Yanning for
da Watter y Todos Salieron Cortiendo
para Pasar el barco que no se
Callera y que lo boltearon.

RESOURCES

ELPS-TELPAS Proficiency Level Descriptors

Grades 2–12 Writing

Beginning	Intermediate	Advanced	Advanced High
<p>Beginning English learners (ELs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.</p> <p>These students:</p> <ul style="list-style-type: none"> have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction lack the English necessary to develop or demonstrate elements of grade- appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> ability to label, list, and copy high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate present tense used primarily frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELs 	<p>Intermediate ELs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.</p> <p>These students:</p> <ul style="list-style-type: none"> have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English high-frequency vocabulary; academic writing often has an oral tone loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning repetition of ideas due to lack of vocabulary and language structures present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas primary language features and errors associated with second language acquisition may be frequent some writing may be understood only by individuals accustomed to the writing of ELs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELs 	<p>Advanced ELs have enough English vocabulary and command of English language structures to address grade- appropriate writing tasks, although second language acquisition support is needed.</p> <p>These students:</p> <ul style="list-style-type: none"> are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns emerging grade-appropriate vocabulary; academic writing has a more academic tone use of a variety of common cohesive devices, although some redundancy may occur narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required occasional second language acquisition errors communications are usually understood by individuals not accustomed to the writing of ELs 	<p>Advanced high ELs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language acquisition support.</p> <p>These students:</p> <ul style="list-style-type: none"> are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English <p>Typical writing features at this level:</p> <ul style="list-style-type: none"> nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary occasional difficulty with naturalness of phrasing and expression errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication

Notes:

Annotated Examples of Student Writing

The following writing collections are from ELLs in grades 2, 3, 5, 8, and high school. The collections, which come from around the state, show how students at the various proficiency levels respond to writing tasks such as narratives, personal descriptions and reflections, and academic writing in mathematics, science, and social studies.

When evaluating the English language proficiency of second language learners, it is important to know how well students communicate about everyday, familiar topics and narrate in detail about past events. It is also important to know how well they handle complex linguistic demands associated with, for example, explaining a scientific or mathematical process, defending a point of view, or writing a reflective piece about an abstract topic. The annotated writing collections in this section will help raters understand how to rate each student in a holistic manner after reading their responses to a variety of writing tasks.

After reviewing the annotated writing collections, training participants will individually practice rating student collections in preparation for the online qualification process.

**Student 1
Grade 2
Advanced High**

ANNOTATION

Student 1 Grade 2

This student exhibits an advanced high level of second language writing proficiency at the second grade level. This collection contains writing about the student and his or her family as well as writing about science, math, and other school subjects.

In paper 1, the student presents the step-by-step process of planting a seed. The student shows the level of English needed to relate the experiment in a grade-appropriate manner. In the second sample, which is based on a picture stimulus, the student explains the things that are important to have on a camping trip. This paper shows the student's ability to express himself in a manner nearly comparable to native English-speaking peers in terms of clarity and specificity of vocabulary.

Papers 3–6 are reflective pieces about the student and his or her family. In these pieces the student shows the ability to write with clarity and ease about familiar topics. The student also exhibits the ability to use complex sentence structures (He thinks my bike is his bike but I say that it's my bike; my dad some times he takes us walking all the wai home until the bus comes; we also have a big play groun to play when we finish all our work and test or math or language arts and social studies).

In paper 7, the student is able to communicate his or her goals in social studies using complex sentences (I want to get better at my grades especiaaly Social studies because I got a bery low grade). In paper 8, the student explains a challenging mathematical concept (rounding to the nearest ten). Although there are some issues with the clarity of the explanation, the type of explanation provided would not be uncommon in native English-speaking peers at the second grade level.

The student's spelling patterns and other writing conventions are consistent with those of second grade peers, with occasional exceptions when the academic demands are high, or low-frequency words are used.

Overall, this writing collection demonstrates the ability of a second language learner who has acquired the English vocabulary and language structures necessary to address second grade writing tasks with minimal support.

Planting A seed

Lex go to step 1: Get all the things you need. First you need a cup and then soil and a bean or a seed and ~~water~~ different kinds of seeds or beans.

Lex go to step 2: First you need to have a cup then you need soil. Then you put the soil in the cup and dig a hole in the soil.

Lex go to step 3: Then you dig under and put the seed that you chose. Then you need to put the soil that you dug where the bean is.

Lex go to step 4: Then you put more soil if your bean or seed wasn't cover all with soil.

Lex go to step 5:

The last thing to do with your bean or seed put water in the soil that you had in your cup that seed your name. Then you wait some days for your plant could grow. Now you now how to grow a plant.

Student 1

Grade 2

Paper 2

The most important thing is the kids. Because without kids you can't have fun. And you can't do fun things with just you.

The second most important is a tent. Because without the tent you cold. And the insects could poke you. Or the moskito could poke you to. And you're going to have red dots.

The third important thing is a good place. Were you don't here noises of animals or insects. And a good place to sleep.

The fourth most important thing is the marshmallows.

The fifth most important thing is a camping fire. For you cold burn the marshmallows. And eat them.

The last most important thing of all. Is having fun with all of your friends. And or by your self. And you cold play with your toys.

All About Me

This is about my family and me.

I have a brother named CARL. He is in 3rd grade. He thinks my bike is his bike but I say that it's my bike. I also have a sister named RENEE. She is in 6th grade. She likes dogs, cats, bunnies, butterflies, birds, fishes, turtles.

RENEE has a friend his cousin ERIC. My mom is sweet and pretty. She takes care of me. She gives us food to eat. She reminds us of stuff. My dad also takes care of us. In the morning when it's time she takes us to wait for the bus. Some times he takes us to the school. My dad some times he waits until the bus comes. My dad some times he takes us walking all the way home until the bus comes. My dad also is smart.

All About Me

This is about sports.

I like sports because we could practice all day. My brother and ^{CASSIE}

like to play soccer ^{CASSIE}

thought soccer was boring.

I like tennis more because it's like batting. You could hit the ball but if the ball falls down your team lost. The persons that weren't lost won the prize.

All about me.

This is about my school.

On schools we have Spelling test on fridg. We also have a big play groun to play when we finish all our work and test or math or language arts and social studies. Then we could go out side and play or jump roup. Or play with the Frisbi. Or play socer or Bascet ball on til rices finesh.

All About Me

All about how I look like.

I got black hair brown
eyes I'm a little bit brown
and a lot of white I have
eight years old and I
look a little bit small
and a look to my
friends and my family
cousins and aunts that
I look like a ten
year old but tell them
that I'm eight not ten.

"I can do it!"

I have three goals.

My first goal is being better at my math homework.

My goal is I want to get better at my grades especially Social studies because I got a very low grade.

If I want to get better at Social studies I have to study.

I have to return my Social studies fast.

And I got to write or study or read the words.

Now you know about my goals.

"Rounding to the Nearest Ten"

This is how to round to the nearest ten.

First you make a line. Then you make little lines in the big line. And put numbers. Then you put eraser in the number line.

Next put a big H. And a big T. And a big O.

Then think if it is a low 4. Or a high 5. Then you could under line it.

18 \rightarrow 20

Now you know how to round.

**Student 2
Grade 3
Beginning**

ANNOTATION

Student 2 Grade 3

This student exhibits a beginning level of second language writing proficiency in English.

His collection contains five writing assignments on a number of topics covering a variety of academic subject areas. Overall, the student shows little or no ability to address grade-appropriate writing tasks meaningfully.

Throughout the collection, the student's lack of English vocabulary and English language structures significantly hinder his ability to communicate in English. The student shows that he knows some recently practiced, high-frequency words and phrases, but he does not yet know enough English to connect ideas and convey them in short, simple sentences. The student frequently uses his primary language to express himself and relies on the phonetics of his primary language to spell even very common English words (may for "my," leero for "little," da for "the"). Even individuals accustomed to the writing of ELLs are unable to understand much of what he tries to communicate.

The writing features demonstrated by this student are consistent with the beginning stages of second language acquisition.

Student 2
Grade 3
Paper 1

Four Dollars and Fiftey cents
H Wey Cond Wy du For do Four
Dollars and Fiftey cents is Cond
not is Cen For May dad is Cen
May

Student 2
Grade 3
Paper 2

Third /ero Pigs to da lirro Pigs
Is lona doo Lobo Is lona for to
Is lona for da hose For da Liso
Pigs Is lona duet hause for
da Lobo Is lona anar Corriendo
Faster para que el lobo no los
agare der to 3 Pigs Is lona
Construir van hose Cada One
para que no lo agare one Pigs
I lona duet your hose Four to
stra and a otoño lirre Pig Is lona
duet Ho leña And to Liso One
Pig Is lona duet Four da
ladrillo.

Student 2
Grade 3
Paper 3

IF I WON a \$ 1,000,000

I would My Plot Is ropa hand
Swimming Pool and 4 Land Buy
a Car for My Sister And My
Uncle and a Land good four
Mexico Parque Aya esta My dad And My
Mom And My Sisters and I can
Comprar ropa for My sisters and Casas
Para tha house And My radio Par My house
And Aya bought 4 baicss para nosotros
nomas H Land bought Chacira and
My .

Student 2
Grade 3
Paper 4

Rounding

Rounding My Rounding is can and Wy
dud My Rounding is can duet do For
My Rounding yo lo que aria For Con
My Rounding is For can may sholt
is can duet My Rounding For and
My Tasks.

Student 2
Grade 3
Paper 5

C. Columbus

For Cand Cristo for Columbus
is Cand viajar alio for da Barck
and To do Barck yS Cand voltar
For do Barck and for C. For Columbus
is Can duett is Can Yaming for
da Watter y Todos Salielon Cortiendo
para Pasar el barco que no se
Callera y que lo boltearon.

**Student 3
Grade 5
Intermediate**

ANNOTATION

Student 3 Grade 5

This student exhibits an intermediate level of second language writing proficiency. She is able to convey original messages in sentences and use simple, high-frequency English to write about familiar topics.

This student has enough grasp of English vocabulary and language structures to convey her ideas in writing, although frequent second language acquisition features are present. Her writing is characterized by use of primary language phonetics to spell English words, which may make some of her writing hard to understand for individuals not accustomed to ELL writing. She frequently uses present tense when attempting to narrate about past events (paper 1). Additionally, in papers 3 and 4 her writing is repetitious in places, which often occurs when ELLs lack the English vocabulary and facility with language structures to develop and express ideas in detail. These features typify the intermediate stage of second language writing proficiency.

While this student's heavy reliance on primary language spelling patterns is indicative of the early intermediate stage of English writing development, there is evidence of oral communication skills that may be beyond the early intermediate stage. This student clearly has more than little or no ability to address grade-appropriate writing tasks in English, so she is beyond the beginning level of writing proficiency. Overall, her writing is consistent with the intermediate level. Her reliance on primary language spelling patterns and other second language acquisition features cause her to engage in grade-appropriate writing tasks in a limited way.

What I do on the weekend

On the saturday I wen
to mr.gattis. weth may
Frend shis
a rily nais gril. wj teik
som mony (\$30) then
wj it som pizza, salet,
apples and meny mor fud.
after wj finish to id wj
went to the games
wj pley a lat 1 game
I pleyet lake mor +ath
4 sams because I was
winig a lat of ticklets.
wen wj finish and get
tajr wj get som presens.
Den may friend +omy
IF wj go to sheilant
I sed ok and wj wen
igus for the saturday
because I went to a lat
a pleices

How I Use "FAST"

The first letter for FAST is F for Facts, we do for the F: Read Problem twice, Circle important facts, underline the question and take out information you don't need. das the tigs tat wi Haflu-do for Facts. The second tig is A for Action, For action we do Draw a Picture and write the action poster. The next letter is S for solve das the third letter for fast and we do solve or figure out the problem and use a strategy. The final letter is T for think we do, explain your work in words and sentences, write a number sentence and other number sentences and why is it reasonable? And when we use fast is when we do a problem

Student 3
Grade 5
Paper 2, continued

that is I like langr. Thus
wen wy do fast wait on
ta chort Problems.

"Dots how wy yus FAST"

F= Facts

A= ACTION

S= SOLVE

T= THINK

Wat I like and I don't like
for science

The first thing I don't like for science is tad wi jaftw rid and raid of samtig. Like today wy meik sam questions and wy hafto raid the answer. And sometimes I don't no the answer that's way I don't like. sometimes I like science because wy do som project of plants, planets, fossils and electricity tas wat I like of science. But I still don't like science tas nat may feibr sbject from the school. I don't like science but lik I sed I like sometimes tas wen wy do som project on the science lab. wen I go to the lab is fun because wy do som project's.

My Famely Is especho

My Famely for my is
samtig especho because
day have gifmi life and
meny tigs mor. Bot the
Frist tig is that I Love
dem en deiar samtig es-
pecho for my dei ar mor
tat fader and mader dei
ar laik my BEST Frends
for ever. My brother's to
dey may Famely end
I Love dem too. My
Famely end my wyl never
get mad bot if dey get
mad I stil love my Famely
ies't sed dat my Famely
I ist mor that Famely +
can sed wat dey ar
because I Love dem.
("I LOVE MY FAMELY" !▲)
and deian naic weth
mi and my brothers. And
I want to tellem tenkiv
for givin my laif.

How I get red for school

The first thing I do is
washcap at 6:00 am then
after I washcap, I wash
my face. Then I get dressed
I find the jeans and the
T-shirt of WWT, then
I put on my jeans, my
T-shirt and my shoes.
When I put on my
clothes and my shoes, I
brush my hair and get
ready. I comb my carpet
Put on my tie, then I wait
for my brother to get ready
and come to the school.
Then I go to the cafeteria
and get some bread and
come to the classroom.
This is how I get ready.

**Student 4
Grade 8
Intermediate**

ANNOTATION

Student 4 Grade 8

This student displays an intermediate level of second language writing proficiency. While the student produces a considerable amount of writing, the writing is characterized by frequent primary language features and errors associated with second language acquisition.

In papers 1 and 2, the student draws upon vocabulary from mathematics and science lessons to attempt to engage in the writing tasks. The use of content area resources may make it appear that a student knows more English than is actually the case. In both papers, the student restates steps followed in math or science assignments and does so with accurate spelling and clear organization. The student's ability to express original ideas is limited, however, and primary language features (method scientific, importants investigations, verificate) and phrasing (Today in the math class, After of did, To do an investigation is necessary make the steps) are indicative of literal translating.

In papers 3 and 4, the student describes himself, a friend, and a picture of relatives. In both samples, the student demonstrates the ability to write in an original way using high-frequency English vocabulary and short, simple sentences, though primary language features and grammatical inaccuracies are frequent (my eyes are...bigs; mys tooths are small; in their back are a table and a sofa and a mallet in the table). The student's difficulty with English prepositions may impede meaning for individuals not accustomed to working with English language learners.

In paper 5, the student writes a personal narrative about accidentally going to school on Saturday. The student's grasp of basic tenses and basic grammar construction is emerging but still quite inconsistent (I went to the school but my calendar mark Saturday, I get up and I don't knew, beginning to laughed of my), which is characteristic of the intermediate stage of second language development. Note that high-frequency past tense verbs such as "was" and "were" are easily memorized and don't necessarily show an ELL's overall grasp of past tense constructions. In addition, in papers 3 through 5, the student's writing is loosely connected with limited and repetitive cohesive devices (and, because).

Overall, the student demonstrates the ability to address grade-appropriate writing tasks in a limited way. The student is able to write on familiar topics using short, simple sentences characterized by frequent features of second language development.

Student 4
Grade 8
Paper 1

Today in the math class we did many graph of equations, in the coordinate plane, the class was very good because the teacher knows how explain the math problems for the students can understand about the steps to do the problems.

The steps to do or resolving the graphs of equation are the following:

1: Assigns values of your choice to the incognite "X",

2: Put in one side of the equation the number and in the other one the variables.

3: After of did the second step, do same with the next

To do an investigation is necessary make the steps of the method scientific, it are the following:

the first step is the observation, in this step you have to analize the things to investigate, and you have to do a list with the most importants investigations.

The second step is the analizazi's of the information collected in the last step.

The third step is the Inquiry (consultation), that is find the information about the theme or topic to study or investigate, in many sources of information, like books, encyclopedias, inclusively in many Newspaper or in tv programs about the theme.

the fourth step is the verification or confirmation, that is with the answer of the last step check the information and verificate if the answers or results are Correct,

the fifth step is make conclusions about the theme investigated and after make a written document with the find information and Explain the investigation in detail.

Student 4
Grade 8
Paper 3

I am — and my height is 5'6", and I have 15 years old, my hair is black and short, my face big and my eyes are dark brown and are bigs, my nose is very big and, my mouth is little big, I have a mole in my face in the right side, I am thin and tall, my skin color is brunette and my eyelash is short and my eyebrows are bushy and I have a little mustache and and my teeths are small,

My friend are different because his height are 5'3" and I am taller than he and he has the eyes bigger than I and her hair is equal or same than the my, and he is fat and I am thin, other difference are the skin color his color is white and I am brunette, my friend has his hair Curly and I have straight hair, his nose is better than my nose and my mouth is better than this mouth, !
We have many alike and many differences maybe I don't write all descriptions.

In this picture are two childrens a boy and a girl they are my niece and my nephew, my niece's name is — and my nephew's name's is — and they lives in California the are in a living room and in their back are a table and a sofa and a mallet in the table, in the wall are two pictures and, they're hugging each other and they're taking fourt balloons (gloves). my niece are wearing a blue dress with a red strap in the waist, my nephew are wearing Withe Shirt and black pants,

In other picture are two childrens too. and similiar at the previous picture, In this picture are two girls and in the previous are only a girl and a boy, they're hunging each other and in theyirs back are the flag of the United States of America, only.

Student 4

Grade 8

Paper 5

A day in my native country I went to the school but my calendar mark Saturday and I don't knew the the Saturday in the morning the alarm was Pi Pi Pi Pi, and I get up and went to the bath to clean my tooth and to comb my hair and I take my backpack and I was wearing my uniform (clothes to go to school). and I went to school, the morning was very cool and my school starts at 8:00 am but I came at 7:50, and I was being outside of the school because it is closed, I was there 120 minutes and I had very much cold. after 5 minutes, I knew was Saturday and I went back to my house with much shame and a friend said me " — are silly because he went to school on Saturday" and every the people who was there begining to laughed of my because I went to school on Saturday.

**Student 5
High School
Advanced**

ANNOTATION

Student 5 High School

This student displays an advanced level of second language writing proficiency. He shows enough English vocabulary and command of English language structures to address grade-appropriate writing tasks with second language acquisition support.

The student writes about a variety of academic topics with emerging grade-appropriate vocabulary and an overall grasp of English language structures, though there are more than minor or infrequent second language acquisition errors.

This student's collection may be rated too high or too low by individuals who do not adhere to the PLDs in the rating process. Focusing too narrowly on inaccuracies related to verb use and other grammar features may sway a person toward a rating that is too low. On the other hand, being impressed by this student's thoughtful ideas, organizational skills, and academic tone may suggest good academic preparation, which may sway a person toward a rating that is too high.

This student is clearly beyond the intermediate level because he is not limited in his ability to fulfill grade-appropriate writing tasks. He has not yet reached the advanced high level, though, because his writing does not yet show the need for only minimal second language acquisition support.

This student fits the advanced level profile. He is able to address grade-appropriate writing tasks but still needs ongoing specialized instruction to address his second language acquisition needs.

Student 5
High School
Paper 1

I still remember 4 years ago when I was in Thailand. My life was perfect like I always wanted. I had a lot of fun and lots of friends. I spend more time with my family. Almost every weekend we go travel to many different places. We had a big house which located in the big city. If I have to choose between Thailand and here, I would choose to live in Thailand.

When I was in Thailand my personality was better than right now. I had lots of friends because I am a funny person and a nice guy. My grades are not that bad, I even have time to play soccer and hang out with my guy friends. But I never forget that my family always comes first. So basically all that good things rarely happened to me again after I came to United State.

I really do believe that time did change people and also the way they through. As I came to United State the way I think is different from when I was in Thailand. It could be that I get older. But my through about my family and friends is still the same. Now I am thinking more like adult. Sometimes I felt like my fun's life is over. But when I think about my future and what I am going to be. I think every thing that I had done is worth it.

However I hoping to go back to Thailand again soon. Before its too late because times does not wait for anyone. There are a lot more people that I had to take care of them before I will never see them again. Also I hoping all the good life in Thailand would happened to me again soon.

Student 5
High School
Paper 2

Mother

My mother's name is _____. Everyone in my family called her Mae which mean mother in thai. My mother is the best woman in my life and I love her a lot. She doesn't speak English that well, but she could understand some of it. My mother is not that tall, she has black and long hair. Also she is very good at cooking. I think the reason why she has lots of friends because she is a nice person and never say bad thing about other people.

I remember one time I was sick and mother was sick too. I think she got the disease from me because I was sick first. She has to taking care of me for a whole week while she was sick. It ~~doesn't~~ seems like she care about herself. That made me feels like I have to get better, so I could take care of her. This is one of the reason why I love her so much.

However I love my mother very much and I would continue doing that. Time cannot change me after everything that I had been ~~through~~ though. My mother is the best woman in my life. I wish I can stay with my mother ^{and} my family forever.

Student 5
High School
Paper 3

Do you regard dropping out of school as a catastrophe? or do you believe it's something every student has a right to do? take a position and support your point of view.

I do regard dropping out of school as a catastrophe. Dropping out is bad idea for long term and short term. In order to get a job, you will need to at least finish high school. Many people who did not finish high school face many problems in later life. Many of them wish to go back and study, but somehow it was too late. I ~~will~~ believe that undecated person cannot live in the life of comfort. Undecated person would have problems when they have a family to take care. Most of them wish that ~~they~~ they did not drop out, because life is not easy like they thought.

Students drop out for many different reasons, some of them has to get out to help their families. Some of them get out because they thought they could make more money then stay in school. I believe all these reasons are wrong because the amount of money that they make could not help them to ~~survive~~ later on. People needs a job that they could stay with it for long time and get good paid.

However I will not drop out for what ever reason unless I become extremely rich and famous which hardly possible. So today I will do my best to stay in school, so that I can achieve my goal. I will take the people who drop out as a bad example. So that I could remind myself not to drop out. I hope my life would be better after I finish college.

Student 5
High School
Paper 4

Peter the Great

Peter the Great is the absolute monarch. One of the reasons Peter the Great absolute monarch is that he introduced the potatoe to Russia. Potatoe's have carbohydrate which give you energy that can make you survive in cold weathers. Potatoe's can practically be grown anywhere and they good source of anyone who has them. Peter the Great was the first to create newspaper to help people get informed with what's going on around them. he adopted many ideas from Western Europe. Peter has the knowledge of science and maths for military success, which make a stronger and heavier army. Because of these facts Peter the Great is one of the best Monarchs and ruled his nation strong.

Women In Politics Madam President

A woman for president! Describe in an editorial why this is a necessary or not necessary step in American politics. What effects will it have? (3 parag)

It is necessary for women to step in American politics to be a president. Because we always has men do big things. So its time for women to step in and do big things. We always say that men and women has the same rights. So why not let women be a president. I think women can work hard like men because we are human. They just need to put their mind in to it.

Every where in the world people believe that men are stronger than women. But that is only ~~because~~ because men's physical are bigger. ~~but~~ Many things can be done success without require your physical. As long as they can use their brain, anything could be done. In these day we can see that many women did successful in their life. So they have prove that they can do anything like men. So women has to keep working. So men can put more trust on women. So in future we ~~will~~ can see women working in American politics or be a president.

However I am sure that women can work just like men or even better. We just need to open our mind so that we can see better things and new things in our life. When we stick with old thing, we will not ~~get~~ get new things. Soon or later we wil see a women as a president. When people has opened mind.

Student 5
High School
Paper 6

Science is important because...

Science is a method for studying the natural world. The main categories that science covers are Physical Science, Life Science, and Earth Science. All the three categories are cover everything around us. Which helps discover our life, the world, and many more. Today science helps with technology. Technology is now became a part of our life. ~~Most of the time~~ we use electricity, medicine, radio, and more. All these things made our life easy.

Every day we use light so we can see. We turn watch television for fun. We talk to friend by phone. All these thing require electricity in order to use it. So electricity is one of the most important thing in our life.

Medicine are also very important in our life. Medicine are a substance that are used in treating disease. It would help you a lot if you take it. Because of science ~~so~~ we have medicine.

Science is very useful when it comes to prediction. Scientist can predict can predict the weather or even whats going to happen to the world in future. Which helps prepare for the future. Long time ago we lose many life from natural disaster. So ~~is~~ because of high technology can really help many of us.

However life would be very if we do not have science. We might do many bad thing to our slevle that we do not know. But because science, we gets to get healthy and life longer if we know more about how to protect our slevle. So this is why science are very important today.

**Student 6
High School
Advanced High**

ANNOTATION

Student 6 **High School**

This student exhibits an advanced high level of second language writing proficiency. The student's writing shows his ability to address grade-appropriate writing tasks with minimal second language acquisition support.

The collection demonstrates writing that is nearly comparable to the writing of native English-speaking peers, although there are some instances of unnaturalness and awkward expression. The student makes some errors associated with second language acquisition, but the errors are minor and primarily limited to low-frequency words and structures, and the errors rarely interfere with communication.

Consistent with the advanced high level PLDs, the student shows an ability to express himself with clarity and specificity, with occasional exceptions when he writes about academically complex or abstract ideas. The quality of this writing and the precision of expression decline somewhat in the science and math samples.

Overall, the student is able to use English to express ideas and carry out grade-appropriate writing assignments on a variety of academic topics with minimal second language acquisition support. This student demonstrates the level of English proficiency needed to enable him to participate in editing activities to refine areas of awkwardness and to improve writing skills related more to academic achievement than second language acquisition.

What is important to me?

I'm going to tell you what is important to me. The most important thing to me is my family because without them I wouldn't have the things that I have right now like a house, car, clothes and health. They're always there for me whenever I have a problem they help me and support me in everything I do. Like when ~~I~~ I had two broken ankles they feed me, they took care of me and they also took me to the doctor. I like it when my Uncle or my dad make a party and the whole family gets together and have fun, I enjoyed that because you never know when it's going to be the last time to ~~that~~ see them and share your thoughts with them. The thing that I most like is that they always give you ideas and explanations of any questions you have so I don't even want to think what I will do without them.

Student 6
High School
Paper 2

The things that I most like to do in a science class are experiments because it's just fun to learn about new things. My favorite experiment was one about the pennies turning them gold, I thought it was cool because it seems that they were really gold plus they were shiny. Therefore experiments are interesting and anxiety because you never know what's going to happen and I also like the one about the bubbles filled with gas then you burn them with the matches and you see the flames flowing on the air then they vanished. The other thing I like about a science class is that you learn new things about technology and all that stuff that may help you when you go to college or maybe one day with all the information that you learn about science you can

Student 6
High School
Paper 2, continued

make something up like
a cure for some diseases
right now that're killing
people or maybe be a
teacher.

Student 6
High School
Paper 3

When I was in Mexico over the summer there was this 5K run which was weird because normally you don't expect to be marathons or running events in Mexico so I decided to sign up. The race was two weeks ahead so I started practicing morning and night and the race was approaching day by day I was so anxiety because I never had experience or should I say ran a 5K race in Mexico so I didn't know what to expect all I know was that the course was going to be easy. So the day arrived, the race was going to start at 7:00 am so I woke up at 6:00 am I started stretching and warming up and drinking a lot of fluids so we took off like about 6:30 am and at the moment that we were arriving ~~on the~~ I saw a bunch of runners so I thought this is going to be hard so ~~they~~ the people that sponsored the race gave me a number it was 222.

Student 6
High School
Paper 3, continued

Every body was waiting for
the person to shoot the gun,
~~so we saw the per~~

~~So the~~ So a person was telling
us the instructions and as soonest
he finished saying the instructions
he shot the gun so I took
off really fast without getting
tired I was like in 5th
place while I was running
in the middle of the 2 mile
mark, there were some pretty
good competitors runners so
at the last 200 meters

I freaking started sprinting
I couldn't feel my legs
and I passed one guy so
I got 4th. And I was proud of myself
because I was only 15 years
old and everybody was like 20
and up so my dad told me that
he was proud of me and took me
out to eat.

Something that I learned in history was about the Holocaust. That was the thing that got more in to me because it explains how Hitler which was the leader hated the Jews because their race was inferior than theirs. So he made this plan called Anti-Semitism or something like that which they got rid of the Jews. They had these concentration camps where they thought that they were going to take a shower but it wasn't it was gas and some other chemicals that killed them. approximately about one million children were killed. so everything related with the Holocaust was sad and wrong. But still today people remember this.

Student 6
High School
Paper 5

How to simplify $3(x+2y) + 5(2x-y) + 4y$

Well first of all you multiply
3 for x and 2y then ~~you~~
the answer put it on the
bottom of the equation.

Then on the other side you
do the same thing multiply
5 for 2x and then for y
then bring it to the bottom
and also bring the plus and
4y. Then you put the pairs
together for example all
the x's with the numbers
that have the x and all the
y's with the numbers that
have the y. Then after that
you add the pairs and the
answers of both of them
bring them to the bottom
with the plus sign.