
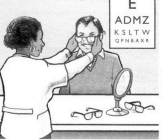



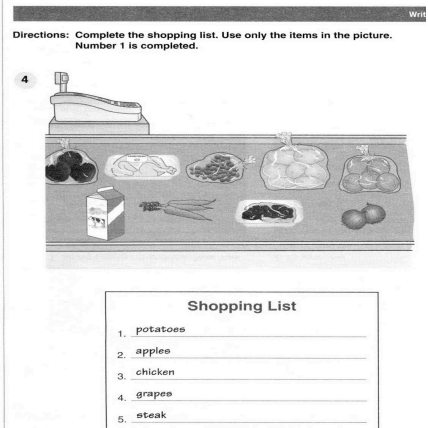
SUPPLEMENTARY SCORING GUIDE FOR TABE CLAS-E EXPOSITORY WRITING

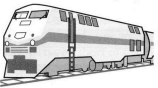

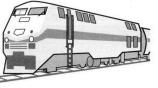

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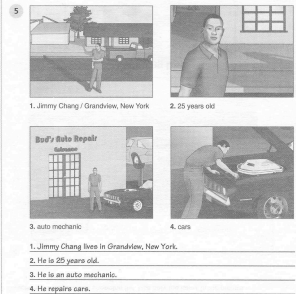
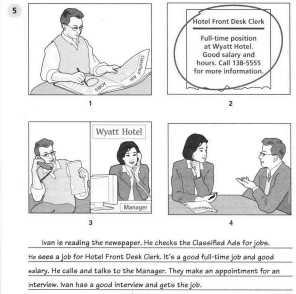
JULY 2018

This table provides additional guidance on scoring particularly challenging student responses.

RESPONSES FROM THE SCORING GUIDE with scores of 3 (or 4 where applicable)	SAMPLE STUDENT RESPONSES	SCORE and RATIONALE
<p>I</p> <p>Level 1 Directions: For Numbers 1 and 2, write one sentence to answer each question.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p>1</p>  <p>What is this? This is a train.</p> </div>	<p>a. Student writes, "It is a bus." (for the picture of a train)</p> <p>b. The student writes, "The tren is going on the way" or "The train is going to the city."</p> <p>c. The student writes, "It a train."</p>	<p>a. According to the rubric, <i>meaning is not clear due to errors in diction</i> (word) choice. Score: 1.</p> <p>b. The directions say "to answer [the] question," which is "What is this?" While these answers relate to the prompt, they do not directly address the prompt, i.e., answer the question. Score: 1. Note: If the student had written, "This is a train going to the city," score 3.</p> <p>c. Although this sample in the <i>Scoring Guide</i> receives full credit for this response, the rubric is clear that a sentence must be complete to receive a score of 3. This is not a complete sentence; therefore, Score: 2 ("nearly a complete sentence.")</p>
<p>II</p> <p>Level 4 Directions: For Numbers 1 and 2, write two sentences about each picture.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p>1</p>  <p>1) The man is at the optometrist office. 2) He's trying on new glasses.</p> </div> <p>Level 2</p> <div style="border: 1px solid black; padding: 10px; margin: 10px;"> <p>2</p>  <p>1) There is a beautiful park and a nice day. 2) A man pushes a cart with a beautiful baby.</p> </div>	<p>The student writes "creative" sentences, such as</p> <p>a. (for Item 1) "The woman is showing glasses to my father." or</p> <p>b. (for Item 2), "Today is a nice day."</p>	<p>The directions are to "write...<i>about</i> each picture"; therefore, an appropriate response may be creative or interpretive. Furthermore, these tasks are to write descriptively, not functionally. Score: 3.</p>

RESPONSES FROM THE SCORING GUIDE with scores of 3 (or 4 where applicable)	SAMPLE STUDENT RESPONSES	SCORE and RATIONALE
<p>III</p> <p>Level 1</p>  <p>Directions: Complete the shopping list. Use only the items in the picture. Number 1 is completed.</p> <p>4</p> <p>Shopping List</p> <p>1. potatoes</p> <p>2. apples</p> <p>3. chicken</p> <p>4. grapes</p> <p>5. steak</p>	<p>The student provides more than four items, but even the best four have more than one spelling or more than one plural error among them.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Shopping List</p> <p>tomato aple</p> <p>Thurky</p> <p>Grape carott</p> <p>Milk</p> <p>onion</p> </div>	<p>The <i>Notes to the Scorer</i> states that the best four responses are allowed (i.e., student is not penalized for providing more than the required number of items) but also that only one spelling and one plural error are allowed among them; therefore, functional task is only partially achieved. Score: 2.</p>
<p>IV</p> <p>For all levels, all items.</p>	<p>The writing contains errors, but are they "minimal" or "numerous" or "multiple" or "sporadic" as described in the rubrics?</p> <p>a. "Man is walking baby. Baby is hoppy."</p> <p>b. "These men are waking with its boby. This men is toll."</p>	<p>According to the rubric, grammatical errors should be considered in terms of their impact on meaning.</p> <p>a. Missing articles and minor misspelling do not impair meaning. Score: 2.</p> <p>b. Pronoun errors and some misspellings, do impair meaning. Score: 1.</p>

RESPONSES FROM THE SCORING GUIDE with scores of 3 (or 4 where applicable)	SAMPLE STUDENT RESPONSES	SCORE and RATIONALE
<p>V</p> <p>Level 1 Directions: For Numbers 1 and 2, write one sentence to answer each question.</p> <div data-bbox="184 280 571 483"> <p>1</p>  <p>What is this? This is a train.</p> </div> <p>Level 2</p> <div data-bbox="184 516 571 719"> <p>2</p>  <p>1) There is a beautiful park and a nice day. 2) A man pushes a cart with a beautiful baby.</p> </div>	<p>a. For Item 1, student writes, "this is train"--i.e., without initial capital letter or end punctuation.</p> <p>b. Likewise, for Item 2, student writes, "there is a beautiful park and a nice day" and "man smiles at the baby".</p>	<p>a. According to the rubric and sample responses, Level 1 responses do not need a capital or end punctuation to receive a score of 3. Score: 3.</p> <p>b. However, according to the rubric and sample responses for Level 2 capitalization and end punctuation are necessary to receive a score of 3. Therefore, for this sample, Score: 2.</p> <p>(Note: the criterion for a complete sentence is in Rubric A/Write to Describe only. For the other writing tasks capitalization and punctuation should be considered as mechanics and their impact on overall meaning; see IV above)</p>
<p>VI</p> <p>Level 1 Directions: For Numbers 1 and 2, write one sentence to answer each question.</p> <div data-bbox="184 816 562 1019"> <p>1</p>  <p>What is this? This is a train.</p> </div> <p>Level 2</p> <div data-bbox="184 1060 571 1263"> <p>2</p>  <p>1) There is a beautiful park and a nice day. 2) A man pushes a cart with a beautiful baby.</p> </div>	<p>a. Student is asked to write one sentence and writes two--e.g., "This is a train. go time."</p> <p>b. Student is asked to write two sentences and writes a single compound or complex sentence--e.g., "There is a beautiful park and father smiling at baby."</p>	<p>a. In the case of an extra sentence, the total response must be considered. If the additional sentence impairs the overall meaning, as in this example, Score 2. (If the additional sentence does not impair overall meaning, then score 3).</p> <p>b. <i>The Notes to the Scorer</i> say not to penalize one sentence if it expresses "two distinct ideas" in a single sentence with a compound or complex structure, therefore Score: 3.</p>

RESPONSES FROM THE SCORING GUIDE with scores of 3 (or 4 where applicable)	SAMPLE STUDENT RESPONSES	SCORE and RATIONALE
<p>VII</p> <p>FOR ALL "WRITE TO ACCOMPLISH TASK" ITEMS</p>	<p>a. The student omits the model number of an appliance for which she/he is requesting a part, but the rest of the letter is fine.</p> <p>b. The student omits his/her name in a letter or note to a teacher.</p>	<p>a. The functional task is to "write a short note...to request a new handle." The functional task is <i>not</i> to secure the handle; it is to write a note. Functional task is partially achieved here, therefore Score: 2. <i>Note: A score of 0 based on the reasoning that "you can't get the handle without providing a model number" is not valid because the task to write a note.</i></p> <p>b. The functional task is to "write a...note to apologize." The functional task is <i>not</i> to obtain forgiveness; therefore, again, task is partially achieved, Score: 2.</p>
<p>VIII</p> <p>Level 1</p>  <p>Level 2</p> 	<p>a. Student writes in first person rather than third--e.g., "I am repairing my car" instead of "Jimmy Chang is repairing his car."</p> <p>b. Student writes a list rather than a paragraph.</p> <p>c. The student's sentences are out of order .</p>	<p>All of these errors suggest an <i>emerging understanding of pragmatics and rhetoric</i> (score of 2), not an <i>advanced understanding</i> (score of 3). Therefore, functional task is partially achieved. Score: 1 or 2, depending on other qualities of the writing.</p> <p>Note: In cases like these, count the repeated errors as a single error--e.g., one error in person or one error in format. Do not over penalize for the same error.</p>

RESPONSES FROM THE SCORING GUIDE with scores of 3 (or 4 where applicable)	SAMPLE STUDENT RESPONSES	SCORE and RATIONALE
<p>IX</p> <p>Level 2 Directions: You invited friends to come to your home for dinner. Write four things you will do to clean your home.</p> <p>4</p> <ol style="list-style-type: none"> 1. Wash the windows. 2. Vacuum the floor. 3. Dust the furniture. 4. Do the dishes. 5. Clean the kitchen counters. <p>Level 1</p> <p>Writing</p> <p>Directions: Complete the form. Use only information from the Answer List. One line is completed.</p> <p>3</p> <p>Answer List</p> <p>123 Oak St., Bath, ME 04502 02-23-456 Jill Barton Name (207) 123-6122</p> <p>Hillvale County Job Application</p> <p>Job Applying for: Nurse</p> <p>Name: Jill Barton</p> <p>Address: 123 Oak St., Bath, ME 04502</p> <p>Telephone: (207) 123-6122 Date of Birth: 02-23-68</p> <p>Level 2 Directions: You are looking for a new job. Write four things you do to find a new job.</p> <p>4</p> <ol style="list-style-type: none"> 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. 	<p>a. Student writes about a topic other than the required one--</p> <ol style="list-style-type: none"> 1. Wash the windows 2. Clean the room 3. Prepared some tables 4. Make some food 5. Trun on tv <p>b. Student provides information about herself rather than using the information provided.</p> <p>Job Applying for <u>nurse</u></p> <p>Name <u>Rosa Munoz</u></p> <p>Address <u>65 Smith Rd, Boston, MA</u></p> <p>Telephone <u>617-954-2070</u></p> <p>DOB <u>3/14/1980</u></p> <p>c. Student writes only about preparing for an interview rather than finding a job.</p> <ol style="list-style-type: none"> 1. Read the newspaper ads 2. By cloths 3. Practise entervuw 4. Ask frend to help 5. Meet boss 	<p>a. This list is not of “things you will do to clean your home.” Therefore the “functional task is not achieved, due to...lack of appropriate pragmatics... for example appropriateness.” Score: 1 (See glossary in Scoring Guide, p. 69-70, for definition of pragmatics)</p> <p>b. The directions specifically say to “use only the information from the answer list.” Therefore, according to the rubric, “50% or less of the information is placed correctly.” Score: 1.</p> <p>c. In this case, the functional task is partially achieved because the individual items on the list, although focused on the interview, are still about “things you do to find a new job.” Score 2.</p>
<p>X</p> <p>FOR ALL EXTENDED WRITING ITEMS</p>	<p>Student misreads or misinterprets directions. For example, student writes about a job she had instead of a job she wants, or she writes about a funny thing that happened to her rather than what she did for fun when she was a child.</p>	<p>In both cases, the functional task is partially achieved. Score 2, (or 1, depending on the other qualities of the writing).</p> <p>Note: In situations such as these, do not try to puzzle out why the student did not follow the directions--which might lead you to assign a higher score. Concentrate on applying the rubric and focusing on the extent to which the functional task was achieved.</p>