



New York State Testing Program

English Language Arts Tests Grades 3–8

Scoring the Editing Paragraph for Grades 3, 5 and 7

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New York State Grades 3–8 Testing Program
English Language Arts
Editing Paragraph Scoring Clarifications

1. Students should not be told how many errors to look for. Otherwise, students might stop reviewing the rest of the paragraph because they believe they have found all the targeted errors when, in fact, they have misidentified one or more elements in the paragraph as being incorrect. It is best to encourage students always to review the entire paragraph.
2. As indicated in the rubric, students receive credit for identifying the errors in mechanics or grammar that have been included in the editing paragraph. Conversely, points are deducted for errors introduced by students.
3. Introduced errors are errors made by students when they change correct elements in the paragraph to ones that are grammatically or mechanically incorrect. These may be errors in capitalization, word choice, verb tense, punctuation, sentence structure, etc. Students are **not** to be penalized for introduced spelling errors since spelling is not assessed via the editing paragraph.
4. A neutral revision is a revision made by the student to any part of the paragraph that does not result in a grammatical or mechanical error. The student is **not** penalized for such a revision. Examples of neutral revisions include the following:
 - If a student changes a word in a paragraph, but the word is grammatically correct and fits the sentence, then such a revision is acceptable, provided that the revision does not alter the meaning of the sentence to such a degree that it no longer fits the context of the paragraph. (Note: If the meaning of the sentence is significantly altered, then the change is considered an introduced error.)
 - Since the comma before “and” in a series is considered optional, crossing it out is acceptable.
5. If a verb tense correction is made but misspelled, the correction should be given credit, provided that the word clearly and accurately corrects the tense despite the misspelling.
6. In Grades 3, 5, and 7, students are held accountable for introducing grammar and/or usage errors.
7. Errors in homophones (words that have the same pronunciation but different meanings and different spellings) are considered to be usage errors. In Grades 5 and 7, students are held accountable for introducing such errors. Students in Grade 3 are **not** held accountable for introducing homophone errors since, according to the *Core Curriculum*, they are not expected to have mastery in this area. An example of a homophone error is confusing “to,” “two,” and “too.”

8. A student is not permitted to cross out an entire sentence to avoid making a correction. If a student crosses out a small portion of a sentence, but the sentence is still grammatically intact and the meaning of the sentence remains unchanged, such a revision is acceptable.
9. Proofreading marks are allowed, provided that the errors are clearly indicated and corrected by the proofreading marks. If a scorer is unfamiliar with proofreading marks, the scorer should contact the table facilitator or scoring leader for assistance.
10. A student who corrects an error by using means other than proofreading marks or the revision method described in the test directions may still receive full credit, provided the correction is made clearly and accurately. Some examples of acceptable correction methods include the following:
 - circling the error rather than crossing it out
 - crossing out the part of the word that is incorrect rather than crossing out and rewriting the entire word
 - crossing out a punctuation mark only rather than crossing out the word it is next to and rewriting the word without the mark above the revision
 - adding a punctuation mark only instead of crossing out the word it is next to and rewriting both above the revision

In each of these cases, as long as the correction made is accurate and clear to the scorer, the correction is acceptable.

11. If a student makes a correction but does not cross out the original error, then such a correction is acceptable, provided that the correction is completely clear without further interpretation being needed on the part of the scorer.
12. If a student makes more than one error of a particular type (e.g., failing to capitalize a proper noun), then additional scoring factors must be considered. In order to be considered a single error, the repeated error needs to be identical. For example, if a student repeatedly fails to capitalize a particular name, that is considered a single error, even though it occurs more than once. However, if the error occurs in two different names, then that is considered to be two separate errors.
13. Multiple capitalization errors within a unit are counted as one error. A unit is a group of words that are connected and part of a single concept, such as a book title, sports team, or a person's job title.

Additional examples of introduced errors:

- If a sentence is divided incorrectly, creating a sentence and a fragment, then the fragment is considered to be one error. If two fragments are created, then the paper is assessed for two errors.
- An introduced change in tense is counted as an error.

Additional examples of neutral revisions:

- The comma is optional following a short introductory element such as a prepositional phrase (e.g., *For several days*).
- The comma before a conjunction that links two or more independent clauses is optional.
- It is acceptable to begin a sentence with “And” or “But.”
- It is acceptable to divide a compound sentence into two individual sentences, provided that each sentence is grammatically correct.

Grade 3 Rubric

3 points	no more than 1 error, either introduced or not corrected, remains after the student has corrected the paragraph
2 points	no more than 2 errors, either introduced or not corrected, remain after the student has corrected the paragraph
1 point	no more than 3 errors, either introduced or not corrected, remain after the student has corrected the paragraph
0 points	4 or more errors, either introduced or not corrected, remain after the student has corrected the paragraph

Grade 3

Question 1

Here is a paragraph a student wrote about a pet dog. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My dog's name is Buster. I take him to play at Central park.
He plays with other dogs and chases toys i throw. At home, he
chews his dog bones. then he takes a nap. Would you be tired
after all that playing.

Possible Exemplary Response:

My dog's name is Buster. I take him to play at Central ^{Park} park.
He plays with other dogs and chases toys ^I i throw. At home, he
chews his dog bones. ^{Then} then he takes a nap. Would you be tired
[?]
after all that playing.

1

Here is a paragraph a student wrote about a pet dog. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My dog's name is Buster. I take him to play at Central park.
He plays with other dogs and chases toys ^I throw. At home, he
chews his dog ~~bones~~. ^{Bones} Then he takes a nap. Would you be tired
after all that playing?

There is no more than 1 error, either introduced or not corrected.

All the original errors are corrected.

1 introduced error; 1 neutral revision

Introduced Error:

- [Bones] – should be lowercased (capitalization error)

Neutral Revision:

- [,] – comma after “home” deleted (The comma is optional.)

1 error total

Comment: It is acceptable for students to directly insert a revision. In the last sentence, the student added a question mark after “playing” directly above the period, rather than crossing out the period and rewriting the question mark above it.

Score Point 3

1

Here is a paragraph a student wrote about a pet dog. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My dog's name is Buater. I take him to play at Central ^Park.
He plays with other dogs and chases toys ~~X~~ ^I throw. At home, he
chews his dog bones. ^Then he takes a nap. Would you be tired
after all that playing?

There is no more than 1 error, either introduced or not corrected.

All the original errors are corrected.

0 introduced errors; 0 neutral revisions

0 errors total

Comment: Proofreading marks will be allowed, provided that the errors are clearly indicated and corrected by the proofreading marks. A student should not be penalized if the scorer does not recognize proofreading marks. If a scorer is unfamiliar with the proofreading marks, he or she should contact the table facilitator or scoring leader for assistance.

Score Point 3

1

Here is a paragraph a student wrote about a pet dog. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My dog's name is Buster. I take him to play at Central ~~Park~~^{Park}.
He plays with other dogs and chases toys ~~I~~ throw. At home, he
chews his dog bones. then he takes a nap. Would you be tired
after all that playing?

There are no more than 2 errors, either introduced or not corrected.

1 of the 4 original errors is not corrected

- [then] – should be capitalized

1 introduced error; 0 neutral revisions

Introduced Error:

- [dogs] – changed to “dog’s” (punctuation error)

2 errors total

Score Point 2

1

Here is a paragraph a student wrote about a pet dog. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My dog's name is Buster. I take him to play at Central park.
He plays with other dogs and chases toys i throw. At home, he
chews his dog bones. Then he takes a nap. Would you be tired
after all that playing?

There are no more than 2 errors, either introduced or not corrected.

2 of the 4 original errors are not corrected

- [park] – should be capitalized
- [i] – should be capitalized

0 introduced errors; 0 neutral revisions

2 errors total

Score Point 2

1

Here is a paragraph a student wrote about a pet dog. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My dog'e name ia Buster. I take him to play at Central park.
He plays with other dogs and chases toys I throw. At home, he
chews his dog bones. Then he takes a nap. Would you be tired
after all that playing.

There are no more than 3 errors, either introduced or not corrected.

3 of the 4 original errors are not corrected

- [park] – should be capitalized
- [then] – should be capitalized (The student attempted to revise “then,” but the revision is still a lowercase “t,” which is considered an error.)
- [.] – period after “playing” should be a question mark

0 introduced errors; 1 neutral revision

Neutral Revision:

- [,] – comma after “home” deleted (The comma is optional.)

3 errors total

Score Point 1

1

Here is a paragraph a student wrote about a pet dog. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My dog'e name is Buater. I take him to play at Central park.
He plays with other dogs and ^cchases toys ⁱ~~to~~ throw. At home, he
chews his dog bones. then he takes a nap. Would you be tired
after all that playing~~x~~ ?

There are no more than 3 errors, either introduced or not corrected.

2 of the 4 original errors are not corrected

- [park] – should be capitalized
- [then] – should be capitalized

1 introduced error; 0 neutral revisions

Introduced Error:

- [Chases] – should be lowercased (capitalization error)

3 errors total

Comment: The student has attempted proofreading marks under the “c” in “chase” and under “i.” Proofreading marks will be allowed, provided that the errors are clearly indicated and corrected by the proofreading marks. A student should not be penalized if the scorer does not recognize proofreading marks. If a scorer is unfamiliar with the proofreading marks, he or she should contact the table facilitator or scoring leader for assistance.

Score Point 1

1

Here is a paragraph a student wrote about a pet dog. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My dog's name is Buater. I take him to play at Central park.
He plays with other dogs and chases toys i throw. At home, he
chews his dog bones. then he takes a nap. Would you be tired
after all that playing.

There are 4 or more errors, either introduced or not corrected.

None of the original errors are corrected.

- [park] – should be capitalized
- [i] – should be capitalized
- [then] – should be capitalized
- [.] – period after “playing” should be changed to a question mark

5 introduced errors; 4 neutral revisions

Introduced Errors:

- [name] – should not be capitalized
- [chews] – should not be capitalized
- [takes] – should not be capitalized
- [all] – should not be capitalized
- [that] – should not be capitalized

Neutral Revisions:

- [I] – rewritten as “I” (no change)
- [Central] – rewritten as “Central” (no change)
- [He] – rewritten as “He” (no change)
- [tired] – rewritten as “tired” (Due to the numerous capitalization errors, the student may have intended to capitalize “tired,” but did not. The letter is actually a lowercase “t.”)

9 errors total

Comment: This paper contains numerous capitalization errors of different words, so each is counted as an individual error. If the student had repeatedly capitalized identical words, the error would only be counted once, i.e., “At home, *He* chews his dog bones. Then *He* takes a nap.”)

Score Point 0

1

Here is a paragraph a student wrote about a pet dog. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My dog's name is Buster. I take him to play at ^Central park.
He plays with other dogs and chases toys. ~~.~~^T throw. At home, he
chews his dog bones. ~~.~~^Then he takes a nap. Would you be tired
after all that playing.

There are 4 or more errors, either introduced or not corrected.

2 of the 4 original errors are not corrected

- [park] – should be capitalized
- [.] – period after “playing” should be changed to a question mark

2 introduced errors; 0 neutral revisions

Introduced Errors:

- [Central] – should not be lowercased (capitalization error)
- [.] – period should not be added after “toys” (punctuation error)

4 errors total

Score Point 0

Grade 3

Question 2

Here is a paragraph a student wrote about a lost cat. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I found a cat in the park last week. the cat was cold and hungry. I took it home, and my father and i gave it some food. Then we made posters to put up around the park. The owner of the cat called us the next day. She thanked us for helping Her cat. She was very happy?

Possible Exemplary Response:

I found a cat in the park last week. ^{The} ~~the~~ cat was cold and hungry. I took it home, and my father and ^I ~~i~~ gave it some food. Then we made posters to put up around the park. The owner of the cat called us the next day. She thanked us for helping ^{her} ~~Her~~ cat. She was very ^{happy.} ~~happy?~~

2

Here is a paragraph a student wrote about a lost cat. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I found a cat in the park last week. ~~h~~^The cat was cold and hungry. I took it home. ~~and~~ ^I my father and ~~g~~^I gave it some food. Then we made posters to put up around the park. The owner of the cat called us the next day. She thanked us for helping ~~h~~^her cat. She was very happy~~.~~

There is no more than 1 error, either introduced or not corrected.

All the original errors are corrected.

0 introduced errors; 3 neutral revisions

Neutral Revisions:

- [,] – comma after “home” changed to a period (creates a grammatically correct sentence)
- [and] –deleted after “home”
- [my] – capitalized (combination of the three revisions creates two grammatically correct sentences)

0 errors total

Comment: It is acceptable to divide a sentence into two complete sentences; however, if the split creates a complete sentence and a fragment, then the student is penalized for the fragment.

Score Point 3

2

Here is a paragraph a student wrote about a lost cat. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I found a cat in the park last week. ~~The~~ ^{The} cat was cold and hungry. I took it home. ~~And~~ ^{And} my father and ~~I~~ ^I gave it some food. Then we made posters to put up around the park. The owner of the cat called us the next day. She thanked us for helping Her cat. She was very happy~~,~~.

There is no more than 1 error, either introduced or not corrected.

1 of the 4 original errors is not corrected

- [Her] – should be lowercased

0 introduced errors; 2 neutral revisions

Neutral Revisions:

- [,] – comma after “home” changed to a period (creates a grammatically correct sentence)
- [and] – capitalized (creates a grammatically correct sentence)

1 error total

Comment: Although not preferable, it is grammatically acceptable to begin a sentence with “And” or “But.”

Score Point 3

2

Here is a paragraph a student wrote about a lost cat. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I found a cat in the ~~P~~ark last week. ~~the~~ ^{The} cat was cold and hungry. I took it home, and my father and ~~I~~ gave it some food. Then we made posters to put up around the ~~P~~ark. The owner of the cat called us the next day. She thanked us for helping Her cat. She was very happy~~?~~.

There are no more than 2 errors, either introduced or not corrected.

1 of the 4 original errors is not corrected

- [Her] – should be lowercased

1 introduced error; 0 neutral revisions

Introduced Error:

- [park] – should not be capitalized

2 errors total

Comment: Multiple identical errors are counted as one error. In this case, the student repeatedly capitalizes “park.” This is counted as one error. However, if the student capitalizes “park” and another common noun (or different word), it would be counted as two errors.

Score Point 2

2

Here is a paragraph a student wrote about a lost cat. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I found a cat ~~I~~ in the park last week. ~~The~~ the cat was cold and hungry. I took ~~I~~ it home, and my father and ~~I~~ gave ~~I~~ it some food. Then we made posters to put up around the park. The owner of the cat called us the next day. She thanked us for helping ~~her~~ her cat. She was very happy?!

There are no more than 2 errors, either introduced or not corrected.

All the original errors are corrected.

2 introduced errors; 0 neutral revisions

Introduced Errors:

- [in] – should not be capitalized
- [it] – should not be capitalized (identical errors are counted as one error)

2 errors total

Comment: This student seems to have difficulty with the capitalization of the letter “i” and capitalizes three words that should have remained lowercased. The two identical words (“it”) are counted as one capitalization error, and the additional word (“in”) is counted as another capitalization error.

Score Point 2

2

Here is a paragraph a student wrote about a lost cat. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I found a cat in the park last week. ~~I~~ the cat was cold and hungry. I took it home, and my father and ~~I~~ gave it some food. Then we made posters to put up around the park.[?] The owner of the cat called us the next day. She thanked us for helping Her cat. She was very happy?

There are no more than 3 errors, either introduced or not corrected.

2 of the 4 original errors are not corrected

- [Her] – should be lowercased
- [?] – question mark after “happy” should be changed to a period

1 introduced error; 0 neutral revisions

Introduced Error:

- [.] – period after “park” should not be changed to a question mark (punctuation error)

3 errors total

Score Point 1

2

Here is a paragraph a student wrote about a lost cat. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I found a cat in the park last week. ~~The~~ ^{The} cat was cold and hungry. I took it home, and my ~~father~~ ^{Father} and ~~I~~ gave it some food. Then we made posters to put up around the park. The owner of the cat called us the next day. She thanked us for helping ~~her~~ ^{her} cat. She was very happy?

There are no more than 3 errors, either introduced or not corrected.

1 of the 4 original errors is not corrected

- [?] – question mark after “happy” should be changed to a period

2 introduced errors; 1 neutral revision

Introduced Errors:

- [,] – comma before “and” changed to a period; however, since “and” was not capitalized, this is an error
- [father] – should not be capitalized

Neutral Revisions:

- [,] – comma after “home” changed to a period (creates a grammatically correct sentence)

3 errors total

Score Point 1

2

Here is a paragraph a student wrote about a lost cat. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I found a cat in the park last week. the cat was cold and hungry. I took it home, and my father and I gave it some food. ~~Then~~ we made posters to put up around the park. ~~The~~ owner of the cat called us the next day! ~~she~~ thanked us for helping ~~her~~ cat. She was very happy!

There are 4 or more errors, either introduced or not corrected.

1 of the 4 original errors is not corrected

- [the] – should be capitalized

3 introduced errors; 0 neutral revisions

Introduced Errors:

- [Then] – should not be lowercased (capitalization error)
- [The] – should not be lowercased (capitalization error)
- [She] – should not be lowercased (capitalization error)

4 errors total

Score Point 0

2

Here is a paragraph a student wrote about a lost cat. The paragraph has some mistakes in capital letters and punctuation. Some sentences may have no mistakes. There are no mistakes in spelling.

Read the paragraph, and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

I found a cat in the park last week. ~~He~~ The cat was cold and hungry. I took it home, and my father and ~~she~~ gave it some food. Then we made ~~P~~ posters to put up around the ~~P~~ park. The owner of the ~~C~~ cat called us the next day. She thanked us for helping Her cat. She was very ~~H~~ happy?

There are 4 or more errors, either introduced or not corrected.

2 of the 4 original errors are not corrected

- [Her] – should be lowercased
- [?] – question mark after “happy” should be changed to a period

4 introduced errors; 0 neutral revisions

Introduced Errors:

- [posters] – should not be capitalized
- [park] – should not be capitalized
- [cat] – should not be capitalized
- [happy] – should not be capitalized

6 errors total

Comment: This response contains numerous capitalization errors. Since the incorrect capitalization applies to different words, each incorrect capitalization is counted as an individual error. If the student had incorrectly capitalized the same word in more than one location, that would have been counted as only one error.

Score Point 0

Grade 5 Rubric

3 points	no more than 1 error, either introduced or not corrected, remains after the student has corrected the paragraph
2 points	2 to 3 errors, either introduced or not corrected, remain after the student has corrected the paragraph
1 point	4 to 5 errors, either introduced or not corrected, remain after the student has corrected the paragraph
0 points	6 or more errors, either introduced or not corrected, remain after the student has corrected the paragraph

Grade 5

Question 1

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My school had an invention fair last weekend. It was called "Inventions of the future." When I heard about the fair, I decide to make something really interesting. For several days, I thought about my invention. I thought of names, created drawings, and even thought about the color. It would be. On the day of the fair, my father asked me where my invention was. I couldn't stop laughing! I had a name a color, and a drawing of it, but I had forgotten to make the invention. I guess I am starting more early for next year's fair!

Possible Exemplary Response:

My school had an invention fair last weekend. It was called "Inventions of the ~~future~~^{Future}." When I heard about the fair, I ~~decide~~^{decided} to make something really interesting. For several days, I thought about my invention. I thought of names, created drawings, and even thought about the ~~color~~^{color it}. It would be. On the day of the fair, my father asked me where my invention was. I couldn't stop laughing! I had a ~~name~~^{name, a} color, and a drawing of it, but I had forgotten to make the invention. I guess I am starting ~~more early~~^{early} for next year's fair!

1

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My school had an invention fair last weekend. It was called "Inventions of the Future." When I heard about the fair, I ~~decide~~^{decided} to make something really interesting. For several days, I thought about my invention. I thought of names, created drawings, and even thought about the color ~~it~~^{it} would be. On the day of the fair, my father asked me where my invention was. I couldn't stop laughing! I had a name, a color, and a drawing of it, but I had forgotten to make the invention. I guess I am starting ~~more~~ early for next year's fair!

There is no more than 1 error, either introduced or not corrected.

All the original errors are corrected.

0 introduced errors; 1 neutral revision

Neutral Revision:

- [,] – comma after “For several days” deleted (This is not an error because this comma is considered optional.)

0 errors total

Comment: A comma is optional following a short introductory element like a prepositional phrase.

Score Point 3

1

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My school had an invention fair last weekend. It was called "Inventions of the future." When I heard about the fair, I ~~decide~~^{decided} to make something really interesting. For several days, I thought about my invention. I thought of names, created drawings, and even thought about the color. ~~it~~^{it} would be. On the day of the fair, my father asked me where my invention was. I couldn't stop laughing! I had a name, a color, and a drawing of it, but I had forgotten to make the invention. I guess I am starting ~~more early~~^{earlier} for next year's fair!

There is no more than 1 error, either introduced or not corrected.

1 of the 6 original errors is not corrected

• [future] – should be capitalized

0 introduced errors; 0 neutral revisions

1 error total

Comment: The word "earlier" is an acceptable correction for "more early."

Score Point 3

1

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My school had an invention fair last weekend. It was called "Inventions of the ~~Future~~^{Future}." When I heard about the fair, I ~~decide~~^{decided} to make something really interesting. For several days, I thought about my invention. I thought of names, created drawings, and even thought about the color, ~~it~~^{it} would be. On the day of the fair, my father asked me where my invention was. I couldn't stop laughing! I had a name, a color, and a drawing of it, but I had forgotten to make the invention. I guess I am starting more early for next ~~year's~~^{years} fair!

There are 2 to 3 errors, either introduced or not corrected.

- 1 of the 6 original errors is not corrected
- [more early] – “more” should be deleted

1 introduced error; 2 neutral revisions

Introduced Error:

- [year's] – changed to “years” (This is a punctuation error because the apostrophe is needed to demonstrate the possessive of a singular noun.)

Neutral Revisions:

- ["] – quotation marks following “Future” were deleted but were rewritten in the same location, so this is not an error
- [,] – comma after “For several days” seems to have been deleted (This is not an error because this comma is considered optional.)

2 errors total

Score Point 2

1

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My school had an invention fair last weekend. It was called "Inventions of the ~~F~~uture." When I heard about the fair, I decide to make something really interesting. For several days, I thought about my invention. I thought of names, created drawings, and even thought about the color, ~~,~~ it would be. On the day of the fair, my father asked me where my invention was. I couldn't stop laughing! I had a name a color, and a drawing of it, but I had forgotten to make the invention. ~~,~~ I guess I am starting ~~more~~ early for next year's fair!

There are 2 to 3 errors, either introduced or not corrected.

2 of the 6 original errors are not corrected

- [decide] – should be changed to “decided”
- [,] – comma should be added after “name”

0 introduced errors; 1 neutral revision

Neutral Revision:

- [.] – period changed to exclamation point (This is an acceptable revision since it does not change the meaning of the sentence.)

2 errors total

Score Point 2

1

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My school had an invention fair last weekend. It was called "Inventions of ~~the future~~ ^{The Future}." When I heard about the fair, I decide to make something really interesting. For several days, I thought about my invention. I thought of names, created drawings, and even thought about the color, ~~it~~ would be. On the day of the fair, my father asked me where my invention was. I couldn't stop laughing! I had a name, a color, and a drawing of it, but I ~~had~~ ^{just} forgotten to make the invention. I guess I am starting more early for next year's fair!

There are 4 to 5 errors, either introduced or not corrected.

2 of the 6 original errors are not corrected

- [decide] – should be changed to “decided”
- [more early] – “more” should be deleted

2 introduced errors; 0 neutral revisions

Introduced Errors:

- [the] – should not be capitalized
- [had forgotten] – changed to “just forgotten” (incorrect verb tense agreement)

4 errors total

Score Point 1

1

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My school had an invention fair last weekend. It was called "Inventions ~~of the future~~ ^{Of The Future}." When I heard about the fair, I decide to make something really interesting. For several days, I thought about my invention. I thought of names, created drawings, and even thought about the color, ~~it~~ would be. On the day of the fair, my father asked me where my invention was. I couldn't stop laughing! I had a name, a color, and a drawing of it, but I had ~~forgotten~~ to make the invention. I guess I am starting more early for next year's fair!

There are 4 to 5 errors, either introduced or not corrected.

- 2 of the 6 original errors are not corrected
- [decide] – should be changed to “decided”
 - [more early] – “more” should be deleted

2 introduced errors; 1 neutral revision

Introduced Errors:

- [of the future] – changed to “Of The Future” (The words “of” and “the” should not be capitalized, but this is considered one error because the title is a unit)
- [forgotten] – changed to “forgot” (incorrect verb tense)

Neutral Revision:

- [,] – comma deleted after “fair”

5 errors total

Comment: A comma is optional after a short introductory element.

Score Point 1

1

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My school had an invention fair last weekend. It was called "Inventions of the ^{future} ~~future~~." When I heard about the fair, I decide to make something really interesting. For several days, I thought about my invention. I thought of names, ~~created~~ ^{creating} drawings, and even thought about the color ~~it~~ ^{it} would be. On the day of the fair, my father asked me where my invention was. I couldn't stop laughing! I had ~~a~~ ^{to} name a color, and a drawing of it, but I had forgotten to make the invention. I guess I am ~~starting~~ more ~~early~~ ^{earlier} for next year's fair!

There are 4 to 5 errors, either introduced or not corrected.

3 of the 6 original errors are not corrected

- [decide] – should be changed to “decided”
- [,] – comma should be added after “name”
- [more early] – “more” should be deleted (“more earlier” is incorrect)

3 introduced errors; 0 neutral revisions

Introduced Errors:

- [created] – changed to “creating” (incorrect verb tense)
- [had a] – changed to “had to” (This changes the meaning of the sentence, implying they had to name a color. The original idea is “I had a name, a color, ...”)
- [starting] – changed to “start” (incorrect verb tense)

6 errors total

Comment: The student used proofreading marks (three lines for capitalization). This is acceptable. If the scorer is unfamiliar with the marks, he or she should seek help from the table facilitator or scoring leader.

Score Point 0

1

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

My school had an ~~invention~~ ^{I F} fair last weekend. It was called "Inventions of the ~~future~~ ^F." When I heard about the fair, I decide to make something really interesting. For several days, I thought about my invention. I thought of names, created drawings, and even thought about the color. It would be / On the day of the fair, my father asked me where my invention was. I couldn't stop laughing! I had a ~~name~~, a color, and a drawing of it, but I had forgotten to make the invention. I guess I am starting more ~~early~~ ^{earlier} for next year's fair!

There are 6 or more errors, either introduced or not corrected.

4 of the 6 original errors are not corrected

- [decide] – should be changed to “decided”
- [.] – period should be deleted after “color”
- [it] – should be capitalized
- [more early] – “more” should be deleted (“more earlier” is incorrect)

2 introduced errors; 0 neutral revisions

Introduced Errors:

- [invention fair] – should not be capitalized (This is considered one error because the title is considered a unit.)
- [.] – period after “be” should not be deleted (creates a sentence fragment)

6 errors total

Comment: A *unit* means the words are connected and part of a single concept.

Score Point 0

Grade 5

Question 2

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Potato chips are one of America's favorite snack foods. Have you ever wonder how potato chips were invented in the first place? In 1853, a man at a restaurant in Saratoga springs, New York, complained that the potatoes we ordered were too thick. The chef, George Crum, fried a new batch of potatoes that were more thinly sliced, but the customer still wasn't happy. Finally, the chef slices the potatoes as thin as paper and fried them until they was brown and crunchy. The customer was delighted! Other guests soon began asking for George Crums potatoes, which became known as Saratoga Chips. Later, a traveling salesman named Herman Lay helped make potato chips popular throughout the rest of the country.

Possible Exemplary Response:

Potato chips are one of America's favorite snack foods. Have *wondered* you ever ~~wonder~~ how potato chips were invented in the first place? In 1853, a man at a restaurant in Saratoga *Springs* ~~springs~~, New York, *he* complained that the potatoes ~~we~~ ordered were too thick. The chef, George Crum, fried a new batch of potatoes that were more thinly sliced, but the customer still wasn't happy. Finally, the chef *sliced* ~~slices~~ the potatoes as thin as paper and fried them until they *were* ~~was~~ brown and crunchy. The customer was delighted! Other guests soon began asking for George *Crum's* ~~Crum's~~ potatoes, which became known as Saratoga Chips. Later, a traveling salesman named Herman Lay helped make potato chips popular throughout the rest of the country.

- - -

2

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Potato chips are one of America's favorite snack, ~~foods~~. Have you ever ~~wonder~~ ^{wondered} how potato chips were invented in the first place? In 1853, a man at a restaurant in Saratoga ~~spring~~ ^{Springs}, New York, complained that the potatoes ~~he~~ ^{he} ordered were too thick. The chef, George Crum, fried a new batch of potatoes that were more thinly sliced, but the customer still wasn't happy. Finally, the chef ~~slices~~ ^{sliced} the potatoes as thin as paper and fried them until they ~~was~~ ^{were} brown and crunchy. The customer was delighted! Other guests soon began asking for George ~~Crum's~~ ^{Crum's} potatoes, which became known as Saratoga Chips. Later, a traveling salesman named Herman Lay helped make potato chips popular throughout the rest of the country.

There is no more than 1 error, either introduced or not corrected.

All the original errors are corrected.

1 introduced error; 0 neutral revisions

Introduced Error:

- [snack foods] – changed to “snack” (creates a grammatical error)

1 error total

Comment: It is acceptable to remove “foods” as long as “snack” is changed to “snacks.”

Score Point 3

2

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Potato chips are one of America's favorite snack foods. Have you ever ~~wondered how~~ ^{wondered why} potato chips were invented in the first place? In 1853, a man at a restaurant in Saratoga ~~Springe~~ ^{Springs}, New York, complained that the potatoes ~~be~~ ^{he} ordered were too thick. The chef, George Crum, fried a new batch of potatoes that were ~~more thinly~~ ^{sliced more} ~~sliced~~ ^{thinly}, but the customer still wasn't happy. Finally, the chef ~~slices~~ ^{sliced} the potatoes as thin as paper and fried them until they ~~was~~ ^{were} brown and crunchy. The customer was delighted! Other guests soon began asking for George Crums potatoes, which became known as Saratoga Chips. Later, a traveling salesman named Herman Lay helped make potato chips popular throughout the rest of the country.

There is no more than 1 error, either introduced or not corrected.

1 of the 6 original errors is not corrected

- [Crums] – should be changed to “Crum’s”

0 introduced errors; 2 neutral revisions

Neutral Revisions:

- [how] – changed to “why” (Although this change slightly alters the meaning of the sentence, it is still contextually appropriate.)
- [more thinly sliced] – changed to “sliced more thinly” (This is not incorrect, nor does it alter the meaning of the sentence.)

1 error total

Score Point 3

2

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Potato chips are one of America's favorite snack foods. Have you ever wonder how potato chips were invented in the first place? In 1853, a man at a restaurant in Saratoga ^Springs, New York, complained that the potatoes ~~was~~ ^{he} ordered were too thick. The chef, George Crum, fried a new batch of potatoes that were more thinly sliced, ~~but~~ ^{But} the customer still wasn't happy. Finally, the chef slices the potatoes as thin as paper and fried them until they ~~was~~ ^{were} brown and crunchy. The customer was delighted! Other guests soon began asking for George Crums potatoes, which became known as Saratoga Chips. Later, a traveling salesman named Herman Lay helped make potato chips popular throughout the rest of the country.

There are 2 to 3 errors, either introduced or not corrected.

3 of the 6 original errors are not corrected

- [wonder] – should be changed to “wondered”
- [slices] – should be changed to “sliced”
- [Crum] – should be changed to “Crum’s”

0 introduced errors; 1 neutral revision

Neutral Revision:

- [sliced, but] – changed to “sliced. But”(creates two grammatically correct sentences)

3 errors total

Comments:

- The student used both the proofreading mark and the capital letter “S” to correct “springs.” Proofreading marks are acceptable. To receive credit, the response needs only the mark or the correction. If the scorer is unfamiliar with the proofreading marks, he or she should contact the table facilitator or scoring leader for assistance.
- Although not preferable, it is grammatically acceptable to begin a sentence with “And” or “But.”

Score Point 2

2

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Potato chips are one of America's favorite ~~snack foods~~^{snacks}. Have you ever ~~wonder~~^{wondered} how potato chips were invented in the first place? In 1853, a man at a restaurant in Saratoga springs, New York, complained that the potatoes ~~he~~^{he} ordered were ~~too~~^{to} thick. The chef, George Crum, fried a new batch of potatoes that were more thinly sliced ~~but~~^{to} the customer still wasn't happy. Finally, the chef ~~slices~~^{sliced} the potatoes as thin as paper and fried them until they ~~was~~^{were} brown and crunchy. The customer was delighted! Other guests soon began asking for George Crums potatoes, which became known as Saratoga Chips. Later, a traveling salesman named Herman Lay helped make potato chips popular throughout the rest of the country.

There are 2 to 3 errors, either introduced or not corrected.

2 of the 6 original errors are not corrected

- [springs] – should be capitalized
- [Crum's] – should be changed to “Crum’s”

1 introduced error; 3 neutral revisions

Introduced Error:

- [too] – changed to “to” (creates a usage error, misuse of a homonym)

Neutral Revisions:

- [snack foods] – changed to “snacks” (This is not incorrect, nor does it change the meaning of the sentence.)
- [,] – comma and “but” deleted after “sliced” and “the” capitalized (There is no penalty for the revisions because two correct sentences are created.)

3 errors total

Score Point 2

2

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Potato chips are one of America's favorite snack foods. Have you ever wonder how potato chips were invented in the first place? In 1853, a man at a restaurant in Saratoga springs, New York, complained that the potatoes we ordered were too thick. The chef, George Crum, fried a new batch of potatoes that were more thinly sliced, but the customer still wasn't happy. Finally, the chef slices the potatoes as thin as paper and fried them until they ~~were~~ brown and crunchy. The customer was delighted! Other guests soon began asking for George Crums potatoes, which became known as Saratoga Chips. Later, a traveling salesman named Herman Lay helped make potato chips popular throughout the rest of the country.

There are 4 to 5 errors, either introduced or not corrected.

5 of the 6 original errors are not corrected

- [wonder] – should be changed to “wondered”
- [springs] – should be capitalized
- [we] – should be changed to “he”
- [slices] – should be changed to “sliced”
- [Crums] – should be changed to “Crum’s”

0 introduced errors; 0 neutral revisions

5 errors total

Score Point 1

2

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Potato chips are one of America's favorite snack foods. Have you ever ~~wonder~~^{wondered} how potato chips were invented in the first place? In 1853, a man at a restaurant in Saratoga springs, New York, complained that the potatoes ~~we~~^{they} ordered were too thick. The chef, George Crum, fried a new batch of potatoes that were more thinly sliced; ~~but~~^{But} the customer still wasn't happy. Finally, the chef slices the potatoes as thin as paper and fried them until they ~~was~~^{were} brown and crunchy. The customer was delighted! Other guests soon began asking for George Crums potatoes, which became known as Saratoga Chips. Later, a traveling salesman named Herman Lay helped make potato chips popular throughout the rest of the country.

There are 4 to 5 errors, either introduced or not corrected.

4 of the 6 original errors are not corrected

- [springs] – should be capitalized
- [we] – should be changed to “he”
- [slices] – should be changed to “sliced”
- [Crums] – should be changed to “Crum’s”

0 introduced errors; 2 neutral revisions

Neutral Revisions:

- [,] – comma after “sliced” changed to a period, and [but] was capitalized (There is no penalty for the revisions because two correct sentences are created.)

4 errors total

Comment: Although not preferable, it is grammatically acceptable to begin a sentence with “And” or “But.”

Score Point 1

2

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Potato chips are one of America's favorite snack foods. ~~Have~~^{have} you ever wonder how potato chips were invented in the first place? In 1853, a man at a restaurant in Saratoga springs, New York, complained that the potatoes we ordered were too thick. The chef, George Crum, fried a new batch of potatoes that were more thinly sliced, but the customer still wasn't happy. Finally, the chef slices the potatoes as thin as paper and fried them until they was brown and crunchy. The customer was delighted! Other guests soon began asking for George Crum's potatoes, which became known as Saratoga Chips. Later, a traveling salesman named Herman Lay helped ~~to~~ make potato chips popular throughout the rest of the country.

Score Point 0

There are 6 or more errors, either introduced or not corrected.

None of the original errors are corrected.

- [wonder] – should be changed to “wondered”
- [springs] – should be capitalized
- [we] – should be changed to “he”
- [slices] – should be changed to “sliced”
- [was] – should be changed to “were”
- [Crum] – should be changed to “Crum’s”

2 introduced errors; 2 neutral revisions

Introduced Errors:

- [.] – period should not be deleted after “foods” nor should “Have” be lowercased (The two errors create a run-on sentence.)

Neutral Revisions:

- [helped make] – changed to “helped to make” (This is not an error, nor does it change the meaning of the sentence)
- [Crum] – proofreading mark added under word (This indicates capitalization, but since the word is already capitalized, there is no change and no penalty.)

8 errors total

Comment: If it is determined that none of the six targeted errors have been corrected, it is unnecessary to evaluate any introduced errors.

Score Point 0

2

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Potato chips are one of America's favorite snack foods. Have you ever wonder how potato chips were invented in the first place? In 1853, a man at a restaurant in Saratoga springs, New York, complained that the potatoes we ordered were too thick. The chef, George Crum, fried a new batch of potatoes that were more thinly sliced, ~~but~~ ^{but} the customer still wasn't happy. Finally, the chef ~~sliced~~ ^{sliced} the potatoes as thin as paper and fried them until they ~~was~~ ^{were} brown and crunchy. The customer was delighted! Other guests soon began asking for George ~~Crum's~~ ^{Crum's} potatoes, which became known as Saratoga Chips. Later, a traveling salesman named Herman Lay helped make potato chips popular throughout the rest of the country.

Score Point 0

There are 6 or more errors, either introduced or not corrected.

3 of the 6 original errors are not corrected

- [wonder] – should be changed to “wondered”
- [springs] – should be capitalized
- [we] – should be changed to “he”

4 introduced errors; 0 neutral revisions

Introduced Errors:

- [,] – comma should not be deleted after “Crum”
- [,] – comma should not be deleted after “sliced”
- [but] – should not be capitalized
- [,] – comma changed to a period after “potatoes” (creates a sentence fragment)

7 errors total

Comment: The comma after “sliced” was deleted but a period was not inserted to designate the end of the sentence. This makes the capitalization of the “But” incorrect.

Score Point 0

Grade 7 Rubric

3 points	no more than 1 error, either introduced or not corrected, remains after the student has corrected the paragraph
2 points	2 to 3 errors, either introduced or not corrected, remain after the student has corrected the paragraph
1 point	4 to 5 errors, either introduced or not corrected, remain after the student has corrected the paragraph
0 points	6 or more errors, either introduced or not corrected, remain after the student has corrected the paragraph

Grade 7

Question 1

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Early mornings on her father's Montana Ranch are the times that Ellen enjoys the most. After sunrise, she walks eager down the dirt road behind her house to feed the horses. After she feeds them, she saddled up her favorite mare for a brisk ride. She feels wonderfully alive as her and the horse race across the green fields. The sound of singing birds are music to her ears. Ellen leans down and gently pats her horse on the neck. "Thanks for the great ride, Sasha" she whispers. "Let's head back." Sasha tosses her head as if in agreement, and the two of them begin a gentle stroll back to the barn.

Possible Exemplary Response:

Early mornings on her father's Montana ^{ranch} ~~Ranch~~ are the times that Ellen enjoys the most. After sunrise, she walks ^{eagerly} ~~eager~~ down the dirt road behind her house to feed the horses. After she feeds them, she ^{saddles} ~~saddled~~ up her favorite mare for a brisk ride. She feels wonderfully alive as ^{she} ~~her~~ and the horse race across the green fields. The sound of singing ^{is} ~~are~~ birds music to her ears. Ellen leans down and gently pats her horse on the neck. "Thanks for the great ride, ^{Sasha,} ~~Sasha~~" she whispers. "Let's head back." Sasha tosses her head as if in agreement, and the two of them begin a gentle stroll back to the barn.

1

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Early mornings on her father's Montana Ranch are the times that Ellen enjoys ~~the~~ most. After sunrise, she walks ~~eager~~ ^{eagerly} down the dirt road behind her house to feed the horses. After she feeds them, she ~~saddled~~ ^{saddles} up her favorite mare for a brisk ride. She feels wonderfully alive as ~~her~~ ^{she} and the horses race across the green fields. The sound of singing birds ~~are~~ ^{is} music to her ears. Ellen leans down and gently pats her horse on the neck. "Thanks for the great ride, Sasha," she whispers. "Let's head back." Sasha tosses her head as if in agreement, and the two of them begin a gentle stroll back to the barn.

There is no more than 1 error, either introduced or not corrected.

1 of the 6 original errors is not corrected

- [Ranch] – should be lowercased

0 introduced errors; 1 neutral revision

Neutral Revision:

- [the] – deleted (The meaning of the sentence is not changed.)

1 error total

Comment: Note that the inserted comma after "Sasha" in the paragraph must be placed completely inside the quotation marks to be considered correct. If the comma is directly below the quotation mark or outside the quotation mark, it is considered incorrect and will be counted as an error.

Score Point 3

1

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Early mornings on her father's Montana ~~ranch~~^{ranch} are the times that Ellen enjoys the most. After sunrise, she walks ~~sagerly~~^{eagerly} down the dirt road behind her house to feed the horses. After she feeds them, she ~~saddled~~^{saddles} up her favorite mare for a brisk ride. She feels wonderfully alive as ~~she~~^{she} and the horse race across the green fields. The sound of singing birds ~~is~~^{is} music to her ears. Ellen leans down and gently pats her horse on the neck. "Thanks for the great ride, Sasha", she whispers. "Let's head back." Sasha tosees her head as if in agreement, and the two of them begin a gentle stroll back to the barn.

Score Point 3

There is no more than 1 error, either introduced or not corrected.

1 of the 6 original errors is not corrected

- [Sasha] – comma should be added after “Sasha” and before end quotation mark

0 introduced errors; 0 neutral revisions

1 error total

Comment: Notice the inserted comma after “Sasha” in the paragraph. The comma must be completely inside the quotation marks to be considered correct. If the comma is directly below the quotation mark or outside the quotation mark, it is considered incorrect and will be counted as an error.

Score Point 3

1

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Early ~~morning~~^{morning} on her father's Montana Ranch ~~is~~^{is} the ~~time~~^{time} that Ellen enjoys the most. After sunrise, she walks ~~eager~~^{eagerly} down the dirt road behind her house to feed the horses. After she feeds them, she ~~saddled~~^{saddl} up her favorite ~~horse~~^{horse} for a ~~quick~~^{quick} ride. She feels ~~wonderfully~~^{extremely} alive as ~~she~~^{she} and the horse race across the green ~~field~~^{field}. The sound of singing birds ~~are~~^{is} music to her ears. Ellen leans down and gently pats her horse on the neck. "Thanks for the great ride, Sasha" she whispers. "Let's head back." Sasha tosses her head as if in agreement, and the two of them begin a gentle ~~stroll~~^{walk} back to the barn.

Score Point 2

There are 2 to 3 errors, either introduced or not corrected.

3 of the 6 original errors are not corrected

- [Ranch] – should be lowercased
- [saddled] – should be changed to “saddles”
- [Sasha”] – comma should be added after “Sasha” and before end quotation mark

0 introduced errors; 8 neutral revisions

Neutral Revisions:

- [mornings] – changed to “morning,” [are] changed to “is,” and [times] changed to “time”
(The combination of these three changes makes the sentence grammatically correct. If one of the words had not been changed, then it would have been an error.)
- [mare] – changed to “horse” (The meaning of the sentence is not changed.)
- [brisk] – changed to “quick” (The meaning of the sentence is not changed.)
- [wonderfully] – changed to “extremely” (Spelling does not count and the meaning of the sentence is not changed.)
- [fields] – changed to “field” (The meaning of the sentence is not altered to such a degree that it no longer fits the context of the paragraph.)
- [stroll] – changed to “walk” (The meaning of the sentence is not changed.)

3 errors total

Comment: The student recognized the targeted error “saddled” and attempted to correct it, but did so incorrectly. This is counted as an error.

Score Point 2

1

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Early mornings on her father's Montana Ranch are the times that Ellen enjoys the most. After sunrise, she walks eager down the dirt road behind her house to feed the horses. After she feeds them, she ~~saddled~~^{saddles} up her favorite ~~mare~~^{horse} for a brisk ride. She feels wonderfully alive as ~~she~~^{she} and the horses race across the green fields. The sound of singing birds are music to her ears. Ellen leans down and gently pats her horse on the neck. "Thanks for the great ride, Sasha," she whispers. "Let's head back." Sasha tosses her head as if in agreement. ~~and~~ ~~The~~ ^I the two of them begin a gentle stroll back to the barn.

There are 2 to 3 errors, either introduced or not corrected.

3 of the 6 original errors are not corrected

- [Ranch] – should be lowercased
- [eager] – should be changed to “eagerly”
- [are] – should be changed to “is”

0 introduced errors; 4 neutral revisions

Neutral Revisions:

- [mare] – changed to “horse” (The meaning of the sentence is not changed.)
- [.] – period added after “agreement” (This creates a grammatically correct sentence.)
- [and] – deleted and [the] capitalized (The combination of these two changes creates a grammatically correct sentence.)

3 errors total

Comment: It is acceptable to split a sentence into two complete sentences; however, if the split creates a complete sentence and a fragment, then the student is penalized for the fragment.

Score Point 2

1

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Early mornings on her father's Montana Ranch are the times that Ellen enjoys the most. After sunrise, she walks ~~eager~~^{eagerly} down the dirt road behind her house to feed the horses. After she feeds^s them, she ~~saddles~~^{saddles} up her favorite mare for a brisk ride. She feels wonderfully alive as her and the horses race across the green fields. The sound of singing birds are music to her ears. Ellen leans down and gently pats her horse on the neck. "Thanks for the great ride, Sasha," she whispers. "Let's head back." Sasha tosses her head as if in agreement, and the two of them begin a gentle stroll back to the barn.

There are 4 to 5 errors, either introduced or not corrected.

3 of the 6 original errors are not corrected

- [Ranch] – should be lowercased
- [her] – should be changed to "she"
- [are] – should be changed to "is"

1 introduced error; 1 neutral revision

Introduced Error:

- [feeds] – changed to "feeds'" (punctuation error)

Neutral Revision:

- [,] – comma after "agreement" deleted (The comma before a conjunction that links two independent clauses is optional.)

4 errors total

Comment: It is acceptable for students to directly insert punctuation. The student inserted a comma directly after "Sasha" rather than crossing out "Sasha" and rewriting the name above with the comma.

Score Point 1

1

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Early mornings on her father's Montana Ranch are the times that Ellen enjoys the most. After sunrise, she walks eager down the dirt road behind her house to feed the horses. After she feeds them, she ~~saddled~~^{saddles} up her favorite mare for a brisk ride. She feels wonderfully alive as ~~her~~^{she} and the horae race across the green fields. The sound of singing birds are music to her ears. Ellen leans down and gently pats her horse on the neck. "Thanks for the great ride, Sasha" she whispers. "Let's head back." Sasha tosses her head as if in agreement, and the two of them begin a gentle stroll back to the barn.

Score Point 1

There are 4 to 5 errors, either introduced or not corrected.

3 of the 6 original errors are not corrected

- [Ranch] – should be lowercased
- [eager] – should be changed to “eagerly”
- [are] – should be changed to “is”

1 introduced error; 0 neutral revisions

Introduced Error:

- [,]– comma incorrectly added after “Ranch” (punctuation error)

4 errors total

Comment: The mark after “Sasha” is not as darkly written as the inserted comma after “Ranch.” The mark after “Sasha” could be interpreted as a comma or a stray mark. This mark is counted as a comma and is considered to be correct. The student should not be penalized if there is a possibility that the student corrected the original error.

Score Point 1

1

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Early mornings on her father's Montana Ranch are the times that Ellen enjoys the most. After sunrise, she ~~walked~~ ^{walked} eager down the dirt road behind her house to feed the horses. After she ~~feeds~~ ^{feed} them, she ~~saddled~~ up her favorite mare for a brisk ride. She ~~feels~~ ^{felt} wonderfully alive as ~~she~~ ^{she} and the horae race across the green fields. The sound of singing birds are music to her ear's. Ellen leans down and gently pats her horse on the neck. "Thanks for the great ride, Sasha" she ~~whispers~~ ^{whispered}. ~~Let's~~ ^{lets} "let's head back." Sasha ~~tosses~~ ^{tossed} her head as if in agreement, and the two of them begin a gentle stroll back to the barn.

Score Point 0

There are 6 or more errors, either introduced or not corrected.

5 of the 6 original errors are not corrected.

- [Ranch] – should be lowercased
- [eager] – should be changed to “eagerly”
- [saddled] – should be changed to “saddles” (It appears that the student crossed out the word. The student may have meant to change the word, but did not; therefore, it is incorrect.)
- [are] – should be changed to “is”
- [Sasha”] – comma should be added after “Sasha” and before end quotation mark

8 introduced errors; 0 neutral revisions

Introduced Errors:

- [walk] – changed to “walked” (incorrect tense)
- [feeds] – changed to “feed” (word usage error)
- [feels] – changed to “felt” (incorrect tense)
- [ears] – changed to “ear’s” (punctuation error)
- [whispers] – changed to “whispered” (incorrect tense)
- [“Let’s] – changed to “Lets” (The student deleted the quotation mark and the apostrophe. The student may not have meant to cross out the quotation mark, but it is marked out; therefore, it is incorrect.)
- [tosses] – changed to “tossed” (incorrect tense)

13 errors total

Comments:

- When scoring papers, it is not necessary to keep counting errors once the student has 6 errors because the paper is already a score point “0.” For the purposes of training, the additional errors are noted here.
- The student did not cross out the period after “whispers.” When scoring papers, the marks the student puts on the paper must be reviewed very closely.

Score Point 0

1

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Early ~~morning~~^{mornings} on her father's Montana Ranch ~~are~~^A the times that Ellen enjoys the most. After sunrise, she walks ~~eagerly~~^{easily} down the dirt road behind her house to feed the horses. After she feeds them, she saddled up her favorite mare for a brisk ride. ~~She~~^{She} feels wonderfully alive as her and the horse race across the green fields. The ~~sound~~^{sounds} of singing birds are music to her ears. ~~Ellen~~^{Ellen} leans down and gently pats her horse on the neck. "Thanks for the great ride X Sasha" she whispers. "Let's head back." Sasha ~~tozes~~^{tozes} her head as if in agreement, and the two of them begin a gentle stroll back to the barn.

Score Point 0

There are 6 or more errors, either introduced or not corrected.

4 of the 6 original errors are not corrected

- [Ranch] – should be lowercased
- [saddled] – should be changed to “saddles”
- [her] – should be changed to “she”
- [Sasha] – comma should be added after “Sasha” and before end quotation mark

5 introduced errors; 4 neutral revisions

Introduced Errors:

- [mornings] – changed to “mornings” (punctuation error)
- [.] – period added after “Ranch” and [are] capitalized (Revisions create two sentence fragments.)
- [,] – comma after “ride” deleted (grammatically incorrect)
- [tosses] – changed to “toss’s” (punctuation error)

Neutral Revisions:

- [She] – rewritten as “She” (no change)
- [sound] – changed to “sounds” (This is acceptable because the verb was not changed.)
- [Ellen] – rewritten as “Ellen” (no change)
- [Sasha] – rewritten as “Sasha” (no change)

9 errors total

Comments:

- The student changed “eager” to “eagerly” but did not spell “eagerly” correctly. The students are not penalized for spelling errors, and the student’s intention is clear; therefore, this is an acceptable revision.
- The student did not change the original error “are” to “is” as expected. Instead, the student changed “sound” to “sounds” and left the word “are,” which created correct subject-verb agreement. Therefore, the original error has been corrected in an acceptable manner.
- This student did not demonstrate an understanding of when to use an apostrophe. If the student had inserted an apostrophe in two identical words, the errors would count as one error. In this case, the student inserted an apostrophe in two different words, so the errors are counted as two errors.

Score Point 0

Grade 7

Question 2

Here is a paragraph a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Have you ever been to the nation's capital? My history class has an opportunity to visit Washington, D.C., and I'm really excited about making the trip. One of the places I am looking forward to see is the Capitol. I understand that when Congress is in session, it's possible to sit in one of the galleries on the third floor of the building and watch the House of Representatives and the senate in action I'd also like to visit the Bureau of Engraving and Printing and take one of the tours that allows visitors to see money actually being printed. The tour I really want to take, though is one offered by an organization called "Bike the Sites." The tour guides provide you with a bike and a helmet, and they are leading you on a bike ride through the historic monuments and landmarks around the city. It sounds like an unusual, but exciting, way to see the sights. In fact, there seem to be so much to do and see that I might have to visit Washington, D.C., more than once!

Possible Exemplary Response:

Have you ever been to the nation's capital? My history class has an opportunity to visit Washington, D.C., and I'm really excited about making the trip. One of the places I am *seeing* looking forward to ~~see~~ is the Capitol. I understand that when Congress is in session, it's possible to sit in one of the galleries on the third floor of the building and watch the House of Representatives and the *Senate* ~~senate~~ *action.* I'd also like to visit the Bureau of Engraving and Printing and take one of the tours that allows visitors to see money actually being printed. *though,* The tour I really want to take, ~~though~~ is one offered by an organization called "Bike the Sites." The tour guides provide *lead* you with a bike and a helmet, and they ~~are leading~~ you on a bike ride through the historic monuments and landmarks around the city. It sounds like an unusual, but exciting, way to see the sights. In fact, there ~~seem~~ *seems* to be so much to do and see that I might have to visit Washington, D.C., more than once!

2

Here is a short report a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Have you ever been to the nation's capital? My history class has an opportunity to visit Washington, D.C., and I'm really excited about ~~making~~^{taking} the trip. One of the places I am looking forward to ~~see~~^{seeing} is the Capitol. I understand that when Congress is in session, it's possible to sit in one of the galleries on the third floor of the building and watch the House of Representatives and the senate in action. I'd also like to visit the Bureau of Engraving and Printing and take one of the tours that allow visitors to see money actually being printed. The tour I really want to take, though, is one offered by an organization called "Bike the Sites." The tour guides provide you with a bike and a helmet, and they ~~are leading~~^{had} you on a bike ride through the historic monuments and landmarks around the city. It sounds like an unusual, but exciting, way to see the sights. In fact, there ~~seem~~^{seems} to be so much to do and see that I might have to visit Washington, D.C., more than once!

Score Point 3

There is no more than 1 error, either introduced or not corrected.

1 of the 6 original errors is not corrected

- [senate] – should be capitalized

0 introduced errors; 2 neutral revisions

Neutral Revisions:

- [making] – changed to “taking” (This is grammatically correct and the meaning of the sentence is not changed.)
- [,] – comma after “D.C.” in last sentence deleted (This comma is optional.)

1 error total

Comment: It is acceptable for students to directly insert a punctuation mark, rather than crossing out the preceding word and writing it with the correct punctuation mark above it. Note how the student directly added a period after “action” in this paper.

Score Point 3

2

Here is a short report a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Have you ever been to the nation's capital? My history class has an opportunity to visit Washington, D.C., and I'm really excited about making the trip. One of the places I am looking forward to see is the Capitol. I understand that when Congress is in session, it's possible to sit in one of the galleries on the third floor of the building and watch the House of Representatives and the ~~senate~~^{Senate} in action. I'd also like to visit the Bureau of Engraving and Printing and take one of the tours that allow visitors to see money actually being printed. The tour I really want to take, ~~though~~ is one offered by an organization called "Bike the Sites." The tour guides provide you with a bike and a helmet, and they ~~are~~^{lead} you on a bike ride through the historic monuments and landmarks around the city. It sounds like an unusual, but exciting, way to see the sights. In fact, there ~~seem~~^{seems} to be so much to do and see that I might have to visit Washington, D.C., more than once!

Score Point 3

There is no more than 1 error, either introduced or not corrected.

1 of the 6 original errors is not corrected

- [see] – should be changed to “seeing”

0 introduced errors; 2 neutral revisions

Neutral Revisions:

- [take, though is] – changed to “take is” (Deletions of the comma and word do not change the meaning of sentence.)

1 error total

Comment: The student did not make the expected revision: “The tour I really want to take, though, is one offered by an organization called ‘Bike the Sites.’” Instead, the student crossed out the comma and the word “though,” eliminating the need for the comma after “though.” The original error has been corrected in an acceptable manner.

Score Point 3

2

Here is a short report a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Have you ever been to the nation's capital? My history class has an opportunity to visit Washington, D.C., and I'm really excited about making the trip. One of the places I am looking forward to see is the Capitol. I understand that when Congress is in session, it's possible to sit in one of the galleries on the third floor of the building and watch the House of Representatives and the ~~senate~~^{Senate} in action. I'd also like to visit the Bureau of Engraving and Printing and take one of the tours that allow visitors to see money actually being printed. The tour I really want to take, though, is one offered by an organization called "Bike the Sites." The tour guides provide you with a bike and a helmet, and they ~~are leading~~^{lead} you on a bike ride through the historic monuments and landmarks around the city. It sounds like an unusual, but exciting, way to see the sights. In fact, there ~~seem~~^{seems} to be so much to do and see that I might have to visit Washington, D.C. ~~x~~ more than once!

Score Point 2

There are 2 to 3 errors, either introduced or not corrected.

1 of the 6 original errors is not corrected

- [see] – should be changed to “seeing”

1 introduced error; 1 neutral revision

Introduced Error:

- [,] – comma after “take” is deleted (punctuation error)

Neutral Revision:

- [,] – comma after “D.C” in last sentence is deleted (This comma is optional.)

2 errors total

Comment: Proofreading marks, such as the insertion symbol the student used to insert the period, are acceptable. This student has written the period above the mark instead of inside it; however, the intention is clear.

Score Point 2

2

Here is a short report a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Have you ever been to the nation's capital? My history class has an opportunity to visit Washington, D.C., and I'm really excited about making the trip. One of the places I am looking forward to ~~see~~^{seeing} is the ~~Capitol~~^{capitol}. I understand that when Congress is in session, it's possible to sit in one of the galleries on the third floor of the building and watch the House of Representatives and the senate in action. I'd also like to visit the Bureau of Engraving and Printing and take one of the tours that allow visitors to see money actually being printed. The tour I really want to take, though is one offered by an organization called "Bike the Sites.". The tour guides provide you with a bike and a helmet, and they ~~are~~^{lead} leading you on a bike ride through the historic monuments and landmarks around the city. It sounds like an unusual, but exciting, way to see the sights. In fact, there ~~seem~~^{seems} to be so much to do and see that I might have to visit Washington, D.C., more than once!

Score Point 2

There are 2 to 3 errors, either introduced or not corrected.

2 of the 6 original errors are not corrected

- [senate] – should be capitalized
- [,] – comma should be inserted after “though”

1 introduced error; 1 neutral revision

Introduced Error:

- [Capitol] – should not be lowercased (capitalization error)

Neutral revision:

- [.] – period after “Sites” moved outside the quotation mark. (Although not preferable, a period, in reference to a title, may be placed outside the quotation mark.)

3 errors total

Score Point 2

2

Here is a short report a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Have you ever been to the nation's capital? My history class has an opportunity to visit Washington, D.C., and I'm really excited about making the trip. One of the places I am looking forward to ~~see~~^{seeing} is the ~~Capitol~~^{capital}. I understand that when Congress is in session, ~~it's~~^{It's} possible to sit in one of the galleries on the third floor of the building and watch the House of Representatives and the ~~senate~~^{Senate} in action. I'd also like to visit the Bureau of Engraving and Printing and take one of the tours that allow visitors to see money actually being printed. The tour I really want to take, though, is one offered by an organization called "Bike the Sites." The tour guides provide you with a bike and a helmet, and they are leading you on a bike ride through the historic monuments and landmarks around the city. It sounds like an unusual, but exciting, way to see the sights. In fact, there seem to be so much to do and see that I might have to visit Washington, D.C., more than once!

Score Point 1

There are 4 to 5 errors, either introduced or not corrected.

2 of the 6 original errors are not corrected

- [are leading] – should be changed to “lead”
- [seem] – should be changed to “seems”

2 introduced errors; 0 neutral revisions

Introduced Errors:

- [capitol] – should not be capitalized
- [it’s] – should not be capitalized

4 errors total

Score Point 1

2

Here is a short report a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Have you ever been to the nation's capital? My history class has an opportunity to visit ~~Washington, D.C.~~ ^{Washington D.C.} and I'm really excited about making the trip. One of the places I am looking forward to see is the Capitol. I understand that when Congress is in session, it's possible to sit in one of the galleries on the third floor of the building and watch the House of Representatives and the senate in action. I'd also like to visit the Bureau of Engraving and Printing and take one of the tours that allow visitors to see money actually being printed. The tour I really want to take, though, is one offered by an organization called "Bike the Sites." The tour guides provide you with a bike and a helmet, and they are leading you on a bike ride through the historic monuments and landmarks around the city. It sounds like an unusual, but exciting, way to see the sights. In fact, there ~~seem~~ ^{seems} to be so much to do and see that I might have to visit ~~Washington, D.C.~~ ^{Washington D.C.} more than once!

Score Point 1

There are 4 to 5 errors, either introduced or not corrected.

3 of the 6 original errors are not corrected

- [see] – should be changed to “seeing”
- [senate] – should be capitalized
- [are leading] – should be changed to “lead”

1 introduced error; 1 neutral revision

Introduced Error:

- [,] – comma after “Washington” deleted (The comma is necessary. The student has made this change twice between “Washington” and “D.C.” These are identical errors and are counted as a single error.)

Neutral Revision:

- [,] – comma after “D.C.” deleted (This comma is optional. The student has made this revision in two places.)

4 errors total

Score Point 1

2

Here is a short report a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Have you ever been to the ~~nation's~~^{Nations} capital? My history class has an opportunity to visit Washington, D.C., and ~~I am~~^{I am} really excited about making the trip. One of the places I am looking forward to see is the ~~capitol~~^{Capital}. I understand that when Congress is in session, it's possible to sit in one of the galleries on the third floor of the building and watch the House of Representatives and the ~~senate~~^{Senate} in action. I'd also like to visit the Bureau of Engraving and Printing and take one of the tours that allow visitors to see money actually being printed. The tour I really want to take, though, ~~is~~^{is} one offered by an organization called "Bike the Sites." The tour guides provide you with a bike and a helmet, ~~and~~^{and} they are leading you on a bike ride through the historic monuments and landmarks around the ~~city~~^{City}. It sounds ~~like an~~ unusual, but exciting, way to see the sights. In fact, there seem to be so much to do and see that I might have to visit Washington, D.C., more than once!

Score Point 0

There are 6 or more errors, either introduced or not corrected.

4 of the 6 original errors are not corrected

- [see] – should be changed to “seeing”
- [,] – comma should be added after “though” (The student added a period, which creates a sentence fragment.)
- [are leading] – should be changed to “lead”
- [seem] – should be changed to “seems”

5 introduced errors; 3 neutral revisions

Introduced Errors:

- [nation’s] – changed to “Nations” (The word was incorrectly capitalized and the punctuation was deleted, but the student is penalized only once for the errors.)
- [Capitol] – changed to “Capital” (word usage error)
- [is] – should not be capitalized (This creates a sentence fragment.)
- [city] – should not be capitalized
- [like an] – deleted (This creates a grammatically incorrect sentence.)

Neutral Revisions:

- [I’m] – rewritten as “I am”
- [helmet, and] – changed to “helmet. And” (Both the punctuation and capitalization changes create two grammatically correct sentences.)

9 errors total

Comments:

- Although not preferable, it is grammatically acceptable to begin a sentence with “And” or “But.”
- It is acceptable to divide a sentence into two complete sentences; however, if the division creates a complete sentence and a fragment, the student is penalized for the fragment.

Score Point 0

2

Here is a short report a student wrote. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each mistake in the paragraph. Then write the correction above it.

Have you ever been to the ~~n~~ation's ~~C~~apital? My history class has an opportunity to visit Washington, D.C., and I'm really excited about making the trip. One of the places I am looking forward to see is the Capitol. I understand that when Congress is in session, it's possible to sit in one of the galleries on the third floor of the building and watch the House of Representatives and the senate in action. I'd also like to visit the Bureau of Engraving and Printing and take one of the tours that allow visitors to see money actually being printed. The tour I really want to take, though is one offered by an organization called "Bike the Sites." The tour guides provide you with a bike and a helmet, and they are leading you on a bike ride through the ~~h~~istoric ~~M~~onuments and landmarks around the city. It sounds like an unusual, but exciting, way to see the sights. In fact, ~~there~~ seem to be so much to do and see that I might have to visit Washington, D.C., more than once!

Score Point 0

There are 6 or more errors, either introduced or not corrected.

5 of the 6 original errors are not corrected

- [see] – should be changed to “seeing”
- [senate] – should be capitalized
- [,] – comma should be inserted after “though”
- [are leading] – should be changed to “lead”
- [seem] – should be changed to “seems”

3 introduced errors; 0 neutral revisions

Introduced Errors:

- [nation’s capital] – changed to “Nation’s Capital” (This phrase is considered a unit, so the capitalization errors are counted as one error.)
- [historic monuments] – changed to “Historic Monuments” (This phrase is considered a unit, so the capitalization errors are counted as one error.)
- [there] – changed to “their” (This is a homonym error.)

8 errors total

Comment: Multiple capitalization errors within a unit are counted as one error. A unit is a group of words that are connected and are part of a single concept, such as a book title or a person’s job title. This student paper provides examples of multiple capitalization errors within two different units, so each unit is counted as one error.

Score Point 0

