

# 5TH GRADE SCORE FORM

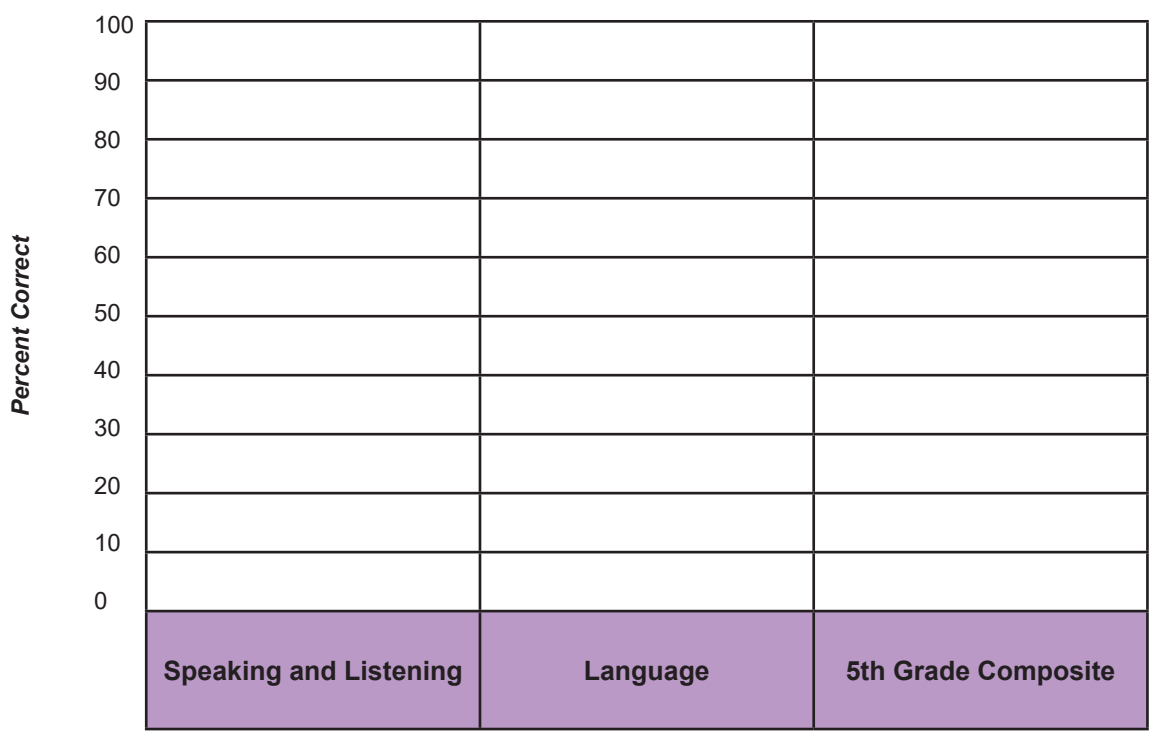




# Skill-Based Assessment of Core Communication Standards: 3-5

|                                  |                            |                   |
|----------------------------------|----------------------------|-------------------|
| Name                             |                            | Grade             |
| Birth date                       | Date of Administration     | Chronological Age |
| School                           | Examiner                   |                   |
| Primary Language Spoken by Child | Language(s) Spoken at Home |                   |

## 5TH GRADE CORE COMMUNICATION SKILLS SUMMARY



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| <b>5TH GRADE DETAILED SKILLS SUMMARY</b>                                                                                                                         |  |  |  |  | <i>Skills Raw Score</i> | <i>Standards Raw Score</i> | <i>% Correct</i> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|-------------------------|----------------------------|------------------|
| Engage in Collaborative Discussions on Grade 5 Topics                                                                                                            |  |  |  |  | 22                      |                            |                  |
| Summarize Information                                                                                                                                            |  |  |  |  | 2                       |                            |                  |
| Summarize Supporting Evidence                                                                                                                                    |  |  |  |  | 2                       |                            |                  |
| Adapt Speech                                                                                                                                                     |  |  |  |  | 2                       |                            |                  |
| <b>COMPREHENSION AND COLLABORATION SUBTOTAL</b>                                                                                                                  |  |  |  |  |                         | <b>28</b>                  |                  |
| Report on a Topic or Text, Present an Opinion with Sequence, Logic and Details to Support Main Ideas and Themes while Speaking Clearly at an Understandable Pace |  |  |  |  | <i>Report</i>           | <i>Opinion/Support</i>     | 10               |
|                                                                                                                                                                  |  |  |  |  |                         | 6                          |                  |
| <b>PRESENTATION OF KNOWLEDGE AND IDEAS SUBTOTAL</b>                                                                                                              |  |  |  |  |                         | <b>10</b>                  |                  |
| <b>SPEAKING AND LISTENING DOMAIN TOTAL</b>                                                                                                                       |  |  |  |  |                         | <b>38</b>                  |                  |
|                                                                                                                                                                  |  |  |  |  |                         | <i>SL Total</i>            | <i>% Correct</i> |
| Explain Function of Conjunctions, Prepositions, and Interjections                                                                                                |  |  |  |  | 15                      |                            |                  |
| Form and Use Perfect Verb Tenses                                                                                                                                 |  |  |  |  | <i>Past</i>             | <i>Present</i>             | <i>Future</i>    |
|                                                                                                                                                                  |  |  |  |  |                         | 5                          | 5                |
| Use Verb Tenses to Convey Various Times, Sequences, States, and Conditions                                                                                       |  |  |  |  | 10                      |                            |                  |
| Recognize and Correct Inappropriate Shifts in Verb Tense                                                                                                         |  |  |  |  | <i>Recog</i>            | <i>Correct</i>             | 16               |
|                                                                                                                                                                  |  |  |  |  |                         | 10                         |                  |
| Use Correlative Conjunctions                                                                                                                                     |  |  |  |  | 4                       |                            |                  |
| <b>CONVENTIONS OF STANDARD ENGLISH SUBTOTAL</b>                                                                                                                  |  |  |  |  |                         | <b>60</b>                  |                  |
| Use Context as Clue to the Meaning of a Word or Phrase                                                                                                           |  |  |  |  | 10                      |                            |                  |
| Use Greek and Latin Affixes and Roots as Clues to Meaning of a Word                                                                                              |  |  |  |  | 5                       |                            |                  |
| Consult Reference Materials to Find Pronunciation and Clarify Meaning                                                                                            |  |  |  |  | 5                       |                            |                  |
| Interpret Figurative Language, including Similies and Metaphors, in Context                                                                                      |  |  |  |  | 9                       |                            |                  |
| Recognize and Explain the Meaning of Idioms, Adages, and Proverbs                                                                                                |  |  |  |  | 6                       |                            |                  |
| Use Relationships Between Synonyms, Antonyms, and Homographs to Better Understand Meaning                                                                        |  |  |  |  | <i>synonym</i>          | <i>antonym</i>             | <i>homograph</i> |
|                                                                                                                                                                  |  |  |  |  |                         | 8                          | 8                |
| Acquire and Use Words and Phrases that Signal Logical Relationship                                                                                               |  |  |  |  | 10                      |                            |                  |
| <b>VOCABULARY ACQUISITION AND USE SUBTOTAL</b>                                                                                                                   |  |  |  |  |                         | <b>65</b>                  |                  |
| <b>LANGUAGE DOMAIN TOTAL</b>                                                                                                                                     |  |  |  |  |                         | <b>125</b>                 |                  |
|                                                                                                                                                                  |  |  |  |  |                         | <i>LAN Total</i>           | <i>% Correct</i> |

|                            |                     |           |
|----------------------------|---------------------|-----------|
| <b>5th Grade Composite</b> | <b>163</b>          |           |
|                            | 5th Grade Raw Score | % Correct |

## SPEAKING AND LISTENING DOMAIN

### Standard: COMPREHENSION AND COLLABORATION

**THE SKILLS ASSOCIATED WITH THIS STANDARD ARE ASSESSED VIA CLASSROOM OBSERVATION**

- Observe the student in peer and teacher interactions in the regular education classroom and other educational settings as appropriate
- Consult with student's teacher for additional information as needed

#### Engage in Collaborative Discussions on Grade 5 topics

*Classroom Observation Scoring: 2 = most of the time 1 = sometimes 0 = almost never*

|                                                       |   |   |   |
|-------------------------------------------------------|---|---|---|
| 1. Comes to discussions prepared?                     | 0 | 1 | 2 |
| 2. Gains the floor in respectful ways?                | 0 | 1 | 2 |
| 3. Listens to others with care?                       | 0 | 1 | 2 |
| 4. Speaks one at a time?                              | 0 | 1 | 2 |
| 5. Carries out assigned roles?                        | 0 | 1 | 2 |
| 6. Responds to questions?                             | 0 | 1 | 2 |
| 7. Asks questions to check understanding?             | 0 | 1 | 2 |
| 8. Stays on topic?                                    | 0 | 1 | 2 |
| 9. Links his/her comments to remarks of others?       | 0 | 1 | 2 |
| 10. Reviews key ideas expressed?                      | 0 | 1 | 2 |
| 11. Draws conclusions from information and knowledge? | 0 | 1 | 2 |
| <b>Skill Subtotal (22)</b>                            |   |   |   |

#### Summarize Information

*Classroom Observation Scoring: 2 = most of the time 1 = sometimes 0 = almost never*

|                                                                                                                          |   |   |   |
|--------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1. Does the student paraphrase text read aloud, or information presented in media (visually, quantitatively, and orally) | 0 | 1 | 2 |
| <b>Skill Subtotal (2)</b>                                                                                                |   |   |   |

#### Summarize Supporting Evidence

*Classroom Observation Scoring: 2 = most of the time 1 = sometimes 0 = almost never*

|                                                                                                                   |   |   |   |
|-------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1. Does the student summarize points a speaker makes and explain how points are supported by reasons or evidence? | 0 | 1 | 2 |
| <b>Skill Subtotal (2)</b>                                                                                         |   |   |   |

#### Adapt Speech

*Classroom Observation Scoring: 2 = most of the time 1 = sometimes 0 = almost never*

|                                                                                                |   |   |   |
|------------------------------------------------------------------------------------------------|---|---|---|
| 1. Does the student use informal and formal English appropriately based on task and situation? | 0 | 1 | 2 |
| <b>Skill Subtotal (2)</b>                                                                      |   |   |   |

**Observed and Reported Behaviors** (additional space on next page)

## **SPEAKING AND LISTENING DOMAIN**

**Observed and Reported Behaviors**

## SPEAKING AND LISTENING DOMAIN

### Standard: PRESENTATION OF KNOWLEDGE AND IDEAS

**THE SKILLS ASSOCIATED WITH THIS STANDARD ARE ASSESSED VIA SPONTANEOUS LANGUAGE/  
CONVERSATIONAL SPEECH SAMPLE**

Report on a Topic or Text, Present an Opinion with Sequence, Logic, and Details to Support Main Ideas and Themes while Speaking Clearly at an Understandable Pace

#### **A. Report on a Topic**

Score 1 point for each skill the student demonstrates

|                                                                                              |   |   |
|----------------------------------------------------------------------------------------------|---|---|
| 1. Is the student's presentation well organized?                                             | 0 | 1 |
| 2. Does the student include an appropriate amount of facts (enough facts, but not too many)? | 0 | 1 |
| 3. Are all statements relevant to the topic?                                                 | 0 | 1 |
| 4. Does the student provide adequate details to support the main idea or theme?              | 0 | 1 |
| 5. Does the student speak clearly?                                                           | 0 | 1 |
| 6. Does the student speak at an understandable pace?                                         | 0 | 1 |
| <b>Subskill Subtotal (6)</b>                                                                 |   |   |

#### **B. State an Opinion and Provide Support**

Scoring: States his/her opinion = 1 point **and** provides at least 1 detail or reason to support his/her opinion = 1 point

|                                                        |   |   |   |
|--------------------------------------------------------|---|---|---|
| <p>1. <b>Pets</b><br/>Opinion:</p> <p>Support:</p>     | 0 | 1 | 2 |
| <p>2. <b>Homework</b><br/>Opinion:</p> <p>Support:</p> | 0 | 1 | 2 |
| <b>Subskill Subtotal (4)</b>                           |   |   |   |
| <b>Skill Subtotal (10)</b>                             |   |   |   |

**Observed Spontaneous Language Behaviors** (additional space on facing page)

## LANGUAGE DOMAIN

| <b>Standard: CONVENTIONS OF STANDARD ENGLISH</b>                                                                                                                      |   |   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| Demonstrate Command of the Conventions of Standard English Grammar and Usage when Writing or Speaking                                                                 |   |   |
| Explain Function of Conjunctions, Prepositions, and Interjections in General and Function in Particular Sentences                                                     |   |   |
| <i>Score 1 point for each correctly identified item</i>                                                                                                               |   |   |
| <b>A. Conjunctions</b>                                                                                                                                                |   |   |
| 1. Joins words, phrases or sentences                                                                                                                                  | 0 | 1 |
| 2. so                                                                                                                                                                 | 0 | 1 |
| 3. snow, go to the grocery store                                                                                                                                      | 0 | 1 |
| 4. however                                                                                                                                                            | 0 | 1 |
| 5. analyze the ferret's behavior; it was sleeping                                                                                                                     | 0 | 1 |
| <b>B. Prepositions</b>                                                                                                                                                |   |   |
| 1. Tells where something is in relationship to another thing, tells when something happened compared to another event, tells relationship between two items or events | 0 | 1 |
| 2. until                                                                                                                                                              | 0 | 1 |
| 3. passengers waited, five o'clock                                                                                                                                    | 0 | 1 |
| 4. through                                                                                                                                                            | 0 | 1 |
| 5. river, desert                                                                                                                                                      | 0 | 1 |
| <b>C. Interjections</b>                                                                                                                                               |   |   |
| 1. A sudden, strong remark, interrupts a sentence or conversation                                                                                                     | 0 | 1 |
| 2. Ouch!                                                                                                                                                              | 0 | 1 |
| 3. express pain                                                                                                                                                       | 0 | 1 |
| 4. Ugh!                                                                                                                                                               | 0 | 1 |
| 5. express disgust or fatigue                                                                                                                                         | 0 | 1 |
| <b>Skill Subtotal (15)</b>                                                                                                                                            |   |   |



## LANGUAGE DOMAIN

### CONVENTIONS OF STANDARD ENGLISH

Demonstrate Command of the Conventions of Standard English Grammar and Usage when Writing or Speaking (cont.)

#### Form and Use Perfect Verb Tenses

Score 1 point for each correctly identified verb tense

|                 | Past Perfect  |                    | Present Perfect |                   | Future Perfect     |                            | Score |   |   |
|-----------------|---------------|--------------------|-----------------|-------------------|--------------------|----------------------------|-------|---|---|
|                 |               |                    |                 |                   |                    |                            |       |   |   |
| 1.              | had crumbled  |                    |                 |                   | will have crumbled |                            | 0     | 1 | 2 |
| 2.              |               |                    | has clogged     |                   | will have clogged  |                            | 0     | 1 | 2 |
| 3.              | had deflated  |                    | have deflated   |                   |                    |                            | 0     | 1 | 2 |
| 4.              |               |                    | had focused     |                   | will have focused  |                            | 0     | 1 | 2 |
| 5.              |               |                    | has halted      |                   | will have halted   |                            | 0     | 1 | 2 |
| 6.              |               |                    | have migrated   |                   | will have migrated |                            | 0     | 1 | 2 |
| 7.              | had pounced   |                    | has pounced     |                   |                    |                            | 0     | 1 | 2 |
| 8.              | had shattered |                    |                 |                   |                    |                            | 0     | 1 |   |
| <b>Past (5)</b> |               | <b>Present (5)</b> |                 | <b>Future (5)</b> |                    | <b>Skill Subtotal (15)</b> |       |   |   |

#### Use Verb Tense to Convey Various Times, Sequences, States, and Conditions

**Scoring:** 2 = target word (with appropriate morphemes –s, -ed, -ing) is expressed in a meaningful, grammatically correct sentence that indicates the requested time, sequence, state, or condition  
 1 = target word (with appropriate morphemes –s, -ed, -ing) is expressed correctly in a meaningful sentence with other (not verb form) grammatical errors  
 0 = target word (with or without appropriate morphemes –s, -ed, -ing) is not expressed correctly or sentence is not meaningful. No response

|                                                                                                      |   |   |   |
|------------------------------------------------------------------------------------------------------|---|---|---|
| 1. Student Response: (Example correct response: confessed, was confessing, had confessed)            | 0 | 1 | 2 |
| 2. Student Response: (Example correct response: will congratulate)                                   | 0 | 1 | 2 |
| 3. Student Response: (Example correct response: has been investigating)                              | 0 | 1 | 2 |
| 4. Student Response: (Example correct response: If _____, will rehearse, OR will rehearse if _____.) | 0 | 1 | 2 |
| 5. Student Response: (Example correct response: is surfing)                                          | 0 | 1 | 2 |
| <b>Skill Subtotal (10)</b>                                                                           |   |   |   |

## LANGUAGE DOMAIN

### Standard: CONVENTIONS OF STANDARD ENGLISH

Demonstrate Command of the Conventions of Standard English Grammar and Usage when Writing or Speaking (cont.)

#### Recognize and Correct Inappropriate Shifts in Verb Tense

*Scoring: 1 point for each verb tense correctly recognized as correct or incorrect and 1 point for each accurate correction. If an incorrect verb tense is not correctly identified, score the "correct verb tense" portion of that item as "0"*

|                             | Recognize Correct vs Incorrect Tense |   | Correct Verb Tense  |   |
|-----------------------------|--------------------------------------|---|---------------------|---|
|                             | 0                                    | 1 |                     |   |
| 1. declined                 | 0                                    | 1 |                     |   |
| 2. causes (caused)          | 0                                    | 1 | 0                   | 1 |
| 3. may have been            | 0                                    | 1 |                     |   |
| 4. results (resulted)       | 0                                    | 1 | 0                   | 1 |
| 5. killed                   | 0                                    | 1 |                     |   |
| 6. worsening (worsened)     | 0                                    | 1 | 0                   | 1 |
| 7. implements (implemented) | 0                                    | 1 | 0                   | 1 |
| 8. employed                 | 0                                    | 1 |                     |   |
| 9. built (build)            | 0                                    | 1 | 0                   | 1 |
| 10. functional (function)   | 0                                    | 1 | 0                   | 1 |
|                             | <i>subtotal (10)</i>                 |   | <i>subtotal (6)</i> |   |
| <b>Skill Subtotal (16)</b>  |                                      |   |                     |   |

#### Use Correlative Conjunctions

*Scoring: 2 = target conjunctions are expressed in a meaningful, grammatically correct sentence  
1 = conjunctions are expressed correctly in a meaningful sentence with other (not conjunction use) grammatical errors  
0 = conjunctions are not expressed correctly or sentence is not meaningful. No response*

|                           |   |   |   |
|---------------------------|---|---|---|
| 1. either/or              | 0 | 1 | 2 |
| 2. neither/nor            | 0 | 1 | 2 |
| <b>Skill Subtotal (4)</b> |   |   |   |

## LANGUAGE DOMAIN

### Standard: VOCABULARY ACQUISITION AND USE

Determine or Clarify Meaning of Unknown and Multiple-Meaning Words and Phrases Based on Grade 5 Reading and Content, Choosing Flexibly from a Range of Strategies

#### Use Context as a Clue to the Meaning of a Word or Phrase

*Score 1 point for correctly stating the meaning of the word and 1 point for identifying the cause/effect relationship or comparison used to determine the meaning*

|                                                        |   |   |
|--------------------------------------------------------|---|---|
| 1. <b>Meaning:</b> refrain from doing something        | 0 | 1 |
| <b>Cause/effect:</b> eating candy/cavities             | 0 | 1 |
| 2. <b>Meaning:</b> not keep, give or throw away        | 0 | 1 |
| <b>Cause/effect:</b> no longer fit                     | 0 | 1 |
| 3. <b>Meaning:</b> pay no attention to, forget         | 0 | 1 |
| <b>Cause/effect:</b> water plants/wither/die           | 0 | 1 |
| 4. <b>Meaning:</b> tiredness                           | 0 | 1 |
| <b>Comparison:</b> energized                           | 0 | 1 |
| 5. <b>Meaning:</b> without care, in a disorganized way | 0 | 1 |
| <b>Comparison:</b> carefully, great organization       | 0 | 1 |
| <b>Skill Subtotal (10)</b>                             |   |   |

#### Use Common, Grade-Appropriate Greek and Latin Affixes and Roots as Clues to Meaning of a Word

*Score 1 point for each word that is correctly defined*

|                                                           |   |   |
|-----------------------------------------------------------|---|---|
| 1. <b>Meaning:</b> having two rooms or two spaces         | 0 | 1 |
| 2. <b>Meaning:</b> cause to have much of something        | 0 | 1 |
| 3. <b>Meaning:</b> to go down                             | 0 | 1 |
| 4. <b>Meaning:</b> something you can fight against        | 0 | 1 |
| 5. <b>Meaning:</b> something moves quickly; easily scared | 0 | 1 |
| <b>Skill Subtotal (5)</b>                                 |   |   |

#### Consult Reference Materials, Print and Digital, to Find Pronunciation and Determine or Clarify Meaning of Key Words and Phrases

*Score 1 point for each word that is correctly defined*

|                           |   |   |
|---------------------------|---|---|
| 1. apparatus              | 0 | 1 |
| 2. conglomerate           | 0 | 1 |
| 3. impertinent            | 0 | 1 |
| 4. pinnacle               | 0 | 1 |
| 5. reciprocal             | 0 | 1 |
| <b>Skill Subtotal (5)</b> |   |   |

## LANGUAGE DOMAIN

### Standard: VOCABULARY ACQUISITION AND USE

#### Demonstrate Understanding of Figurative Language, Word Relationships, and Nuances in Word Meanings

#### Interpret Figurative Language, including Similies and Metaphors

*Score 1 point for each word that is correctly defined*

|                                                                                                                                                 |   |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 1. circling vultures                                                                                                                            | 0 | 1 |
| 2. the fans                                                                                                                                     | 0 | 1 |
| 3. Vultures fly in circles over prey to get (eat) it right away. The fans were around the van waiting for the t-shirts so they didn't miss out. | 0 | 1 |
| 4. like a road                                                                                                                                  | 0 | 1 |
| 5. assignment list                                                                                                                              | 0 | 1 |
| 6. The assignment list is very long with work from 2 days of school on it. Roads are in the country and are often many miles long               | 0 | 1 |
| 7. like a shadow on the wall                                                                                                                    | 0 | 1 |
| 8. the cat                                                                                                                                      | 0 | 1 |
| 9. The cat didn't make much noise when it walked. A shadow can move on a wall, but it doesn't make any noise.                                   | 0 | 1 |

**Skill Subtotal (9)**

#### Recognize and Explain Meaning of Common Idioms, Adages, and Proverbs

*Scoring: 2 points = identifies the words in the expression and correctly tells what the expression means  
1 point = either identifies the words in the expression OR tells what the expression means when it is identified for him/her  
0 points = unable to identify the expression or tell its meaning*

|                                                                                                                                                       |   |   |   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|---|
| 1. <b>Ignorance is bliss.</b><br>Correct response: if you don't know about something, you are usually happy or sometimes it is better not to know     | 0 | 1 | 2 |
| 2. <b>Closing the barn door after the horses are out.</b><br>Correct response: trying to prevent something that has already happened; acting too late | 0 | 1 | 2 |
| 3. <b>One good turn deserves another.</b><br>Correct response: when someone does a favor for you, repay it                                            | 0 | 1 | 2 |

**Skill Subtotal (6)**

## LANGUAGE DOMAIN

### Standard: VOCABULARY ACQUISITION AND USE

**Demonstrate Understanding of Figurative Language, Word Relationships, and Nuances in Word Meanings (cont.)**

Use the Relationship Between Particular Words (synonyms, antonyms, homographs) to Better Understand Each of the Words

#### A. Synonyms

Score 1 point for each question that is correctly answered

|                                                        |   |   |
|--------------------------------------------------------|---|---|
| 1. a color, blue (other answers may be acceptable)     | 0 | 1 |
| 2. blue, sky                                           | 0 | 1 |
| 3. hurt (other answers may be acceptable)              | 0 | 1 |
| 4. rubbing                                             | 0 | 1 |
| 5. sorry, felt badly (other answers may be acceptable) | 0 | 1 |
| 6. apologized                                          | 0 | 1 |
| 7. illness, sickness (other answers may be acceptable) | 0 | 1 |
| 8. disease                                             | 0 | 1 |

**Subskill Subtotal (8)**

#### B. Antonyms

Score 1 point for each question that is correctly answered

|                                                                   |   |   |
|-------------------------------------------------------------------|---|---|
| 1. not needed, not essential (other answers may be acceptable)    | 0 | 1 |
| 2. essential                                                      | 0 | 1 |
| 3. noise, disruption, commotion (other answers may be acceptable) | 0 | 1 |
| 4. quiet                                                          | 0 | 1 |
| 5. valuable, treasure , antique (other answers may be acceptable) | 0 | 1 |
| 6. garbage                                                        | 0 | 1 |
| 7. mild (other answers may be acceptable)                         | 0 | 1 |
| 8. high heat, freezing cold                                       | 0 | 1 |

**Subskill Subtotal (8)**

*Skill continued on next page*

## LANGUAGE DOMAIN

### Standard: VOCABULARY AND ACQUISITION AND USE

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings (cont.)

Use the Relationship Between Particular Words (synonyms, antonyms, homographs) to Better Understand Each of the Words (cont.)

**C. Homographs** (both meanings must be identified correctly to score 1 point)

|                                                                                                                                                                          |   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|
| 1. The content of the movie was not appropriate for small children. (a)<br>I will be content staying at home and watching TV tonight. (b)                                | 0 | 1 |
| 2. The sons will contest their father's will if they only get one dollar each. (b)<br>Corwin's team won the pie eating contest. (a)                                      | 0 | 1 |
| 3. The presenter will project the pictures on the screen so the whole class can watch. (b)<br>Benito's group finished their science project on time. (a)                 | 0 | 1 |
| 4. Muriel, who is an excellent sewer, made her own shirt for the fashion show. (a)<br>The sewer travels underground, carrying material to the water treatment plant. (b) | 0 | 1 |
| <b>Subskill Subtotal (4)</b>                                                                                                                                             |   |   |

### Standard: VOCABULARY ACQUISITION AND USE

Acquire and Use Grade-Appropriate General Academic and Domain-Specific Words and Phrases, Including those that Signal Contrast, Addition, and Other Logical Relationships

*Scoring: 2 = target word (with or without appropriate morphemes -s, -ed, -ing) is expressed correctly in a meaningful, grammatically correct sentence*

*1 = target word (with or without appropriate morphemes -s, -ed, -ing) is expressed correctly in a meaningful sentence with grammatical errors*

*0 = target word (with or without appropriate morphemes -s, -ed, -ing) is not expressed correctly or sentence is not meaningful. No response*

|                            |   |   |   |
|----------------------------|---|---|---|
| 1. combine:                | 0 | 1 | 2 |
| 2. differ:                 | 0 | 1 | 2 |
| 3. contrasts:              | 0 | 1 | 2 |
| 4. consistent with:        | 0 | 1 | 2 |
| 5. otherwise:              | 0 | 1 | 2 |
| <b>Skill Subtotal (10)</b> |   |   |   |