



Sentence Composition Quick Score



Sentence Combining Quick Score

Sentence Combining

Before you begin scoring, read the directions for administration and scoring in the Examiner's Manual.

All item responses (writing samples) must satisfy prerequisite criteria for you to be able to score them.

Step 1: Read the item sentences (stimuli), and then read the examinee's written response.

Step 2: Determine if the examinee's written response meets the prerequisite criteria.
Before you circle Y (YES, the response meets criteria) or N (NO, the response does not meet criteria), answer the following questions about the written response.

Prerequisite Scoring Criteria Question 1

Question . . .	If YES, then . . .	If NO, then . . .
<p>1. Does the response include the essential information from each of the original sentences?</p>	<p>Turn the page. Answer Prerequisite Scoring Criteria Question 2.</p>	<p>STOP.</p> <ol style="list-style-type: none"> 1. Circle N in the <i>Meets Prereqs</i> column in the Record Form. 2. Score 0 for <i>Semantics & Grammar</i>. 3. Score 0 for <i>Mechanics</i>. 4. Score 0 for <i>Extra Credit</i>. 5. Score the next item, OR 6. If this is the last Sentence Combining item, turn to the Sentence Building Quick Score Guide, and score Sentence Building.



<p>Essential Information:</p> <ul style="list-style-type: none"> Item 1: cat, dog, pet Item 2: frog, green, jump Item 3: Mark, sister/brother, six Item 4: fast/runner, strong/student, best/athlete/award Item 5: Marci, old/new car, too much to repair/not repaired, size/smaller/bigger 	<p>The exact words listed under essential information are not required, but the response must convey the idea or concept of each word.</p> <p>Examples:</p> <ul style="list-style-type: none"> Item 1: They are both pets. Item 3: He has a sister who is six. Item 5: She got a new smaller one because her old one was too much to repair.
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Prerequisite Scoring Criteria Question 2

Question . . .	If YES, then . . .	If NO, then . . .
<p>2. Does the response simply restate the original sentences without changing or combining them?</p>	<p>STOP.</p> <ol style="list-style-type: none"> 1. Circle N in the <i>Meets Prereqs</i> column. 2. Score 0 for <i>Semantics & Grammar</i>. 3. Score 0 for <i>Mechanics</i>. 4. Score 0 for <i>Extra Credit</i>. 5. Score the next item. <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 6. If this is the last Sentence Combining item, turn to the Sentence Building Quick Score Guide, and score Sentence Building. 	<p>Turn the page. Answer Prerequisite Scoring Criteria Question 3.</p>



Example of Simple Restatement:
Item 2: The frog is green the frog jumps.

Prerequisite Scoring Criteria Question 3

Question . . .	If YES, then . . .	If NO, then . . .
<p>3. Does the response include more than one complete sentence, a run-on sentence, or a fragment?</p>	<p>STOP.</p> <ol style="list-style-type: none"> 1. Circle N in the <i>Meets Prereqs</i> column. 2. Score 0 for <i>Semantics & Grammar</i>. 3. Score 0 for <i>Mechanics</i>. 4. Score 0 for <i>Extra Credit</i>. 5. Score the next item. <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 6. If this is the last Sentence Combining item, turn to the Sentence Building Quick Score Guide, and score Sentence Building. 	<p>Writing sample meets criteria. Circle Y in the <i>Meets Prereqs</i> column, and turn the page to Step 3 to score the writing sample for <i>Semantics & Grammar</i>.</p>



A run-on sentence is a:

- a. comma splice: 2+ independent clauses joined with a comma only.
- b. fused sentence: 2+ independent clauses joined without a coordinating conjunction and without a punctuation mark. If 2 independent clauses are joined with a coordinating conjunction but no comma, follow the instructions under "If NO, then..."

A sentence fragment is a:

- a. phrase that lacks a subject, a verb, or both.
- b. subordinate clause or phrase that contains a subject and verb, but begins with a subordinating word and does not include an independent clause.

Step 3: Score the writing sample for Semantics & Grammar

Question . . .	If YES, then . . .	If NO, then . . .
1. Does the writing sample convey the same meaning as the original sentences?	Turn the page. Answer <i>Semantics & Grammar</i> Question 2.	Stop scoring <i>Semantics & Grammar</i> . 1. Record, "meaning change" in the <i>Semantics & Grammar</i> column in the Record Form. 2. Score <i>Semantics & Grammar</i> 0 points. 3. Proceed to Step 4 to score the writing sample for <i>Mechanics</i> .



Errors That Change Meaning:

- Added, omitted, or substituted words that change meaning of original sentences
- Severe spelling errors that are not interpretable within context and therefore change meaning
- Poor sentence structure that interferes with meaning
- Verb tense changes that interfere with the meaning of the original sentences

Examples with the Same Meaning:

- Item 1: Cats and dogs are pets.
- Item 2: The frog is green and it can jump.

Examples that do NOT have the Same Meaning:

- Item 1: A cat and dog are pets.
- Item 2: The green frog was jumping.

Step 3: Score the writing sample for Semantics & Grammar

Question . . .	If YES, then . . .	If NO, then . . .
2. Does the writing sample use correct grammar and syntax (i.e., NO errors)?	Stop scoring <i>Semantics & Grammar</i> . 1. Score <i>Semantics & Grammar</i> 2 points. 2. Proceed to Step 4 to score the writing sample for <i>Mechanics</i> .	Turn the page. Answer <i>Semantics & Grammar</i> Question 3.



Errors of Semantics/Grammar:

- Added, omitted, or substituted article ONLY if it causes poor sentence structure (1 error)
- Incorrect or omitted word ending (1 error)
- Unusual letter formation that interferes with meaning (e.g., @ c@t @nd @ dog @re pets: 2 errors, one for each usage of @ for the word *a*)
- Poor sentence structure that does not interfere with meaning (1 error)

Step 3: Score the writing sample for Semantics & Grammar

Question . . .	If YES, then . . .	If NO, then . . .
3. Does the writing sample include 1 or 2 errors in grammar and syntax? (If 3 or more, answer NO.)	Stop scoring <i>Semantics & Grammar</i> . <ol style="list-style-type: none"> List the error(s) in the <i>Semantics & Grammar</i> column in the Record Form. Score <i>Semantics & Grammar</i> 1 point. Proceed to Step 4 to score the writing sample for <i>Mechanics</i>. 	Turn the page. Answer <i>Semantics & Grammar</i> Question 4.



Errors of Semantics/Grammar:

- Added, omitted, or substituted article ONLY if it causes poor sentence structure (1 error)
- Incorrect or omitted word ending (1 error)
- Unusual letter formation that interferes with meaning (e.g., @ c@t @nd @ dog @re pets: 2 errors, one for each usage of @ for the word *a*)
- Poor sentence structure that does not interfere with meaning (1 error)

Step 3: Score the writing sample for Semantics & Grammar

Question . . .	If YES, then . . .	If NO, then . . .
4. Does the writing sample include 3 or more errors in grammar and syntax?	Stop scoring <i>Semantics & Grammar</i> . 1. List the errors in the <i>Semantics & Grammar</i> column in the Record Form. 2. Score <i>Semantics & Grammar</i> 0 points. 3. Proceed to Step 4 to score the writing sample for <i>Mechanics</i> .	If you have reached this point with no score for <i>Semantics & Grammar</i> , return to Question 1 of Step 3 and re-examine the writing sample.



Errors of Semantics/Grammar:

- Added, omitted, or substituted article ONLY if it causes poor sentence structure (1 error)
- Incorrect or omitted word ending (1 error)
- Unusual letter formation that interferes with meaning (e.g., @ c@t @nd @ dog @re pets: 2 errors, one for each usage of @ for the word *a*)
- Poor sentence structure that does not interfere with meaning (1 error)

Step 4: Score the writing sample for Mechanics

Question . . .	If YES, then . . .	If NO, then . . .
1. Does the writing sample lack sufficient meaning to determine accuracy of punctuation?	STOP. <ol style="list-style-type: none">1. Record, "insufficient meaning" in the <i>Mechanics</i> column in the Record Form.2. Score <i>Mechanics</i> 0 points.3. Proceed to Step 5 to score the writing sample for <i>Extra Credit</i>.	Turn the page. Answer <i>Mechanics</i> Question 2.

Step 4: Score the writing sample for Mechanics

Question . . .	If YES, then . . .	If NO, then . . .
2. Does the writing sample include <i>NO</i> errors in spelling, capitalization, or punctuation?	Stop scoring <i>Mechanics</i> . 1. Score <i>Mechanics</i> 2 points. 2. Proceed to Step 5 to score the writing sample for <i>Extra Credit</i> .	Turn the page. Answer <i>Mechanics</i> Question 3.



Look for errors in punctuation, spelling/word endings, texting language, word boundaries, letter formation/numeral use, and capitalization.

Consult the Examiner's Manual (pp. 136-138) if you're not sure whether something is an error.

Step 4: Score the writing sample for Mechanics

Question . . .	If YES, then . . .	If NO, then . . .
3. Does the writing sample include 1 or 2 errors in spelling, capitalization, or punctuation? (If 3 or more, choose NO.)	Stop scoring <i>Mechanics</i> . 1. List the error(s) in the <i>Mechanics</i> column in the Record Form. 2. Score <i>Mechanics</i> 1 point. 3. Proceed to Step 5 to score the writing sample for <i>Extra Credit</i> .	Turn the page. Answer <i>Mechanics</i> Question 4.



<p>Errors of Mechanics: Examples</p> <p>Punctuation</p> <ul style="list-style-type: none"> Item 1: Cats and dogs are pets? (1 error) Item 2: The green frog jumps! (1 error) <p>Misspelled Words (except names of people) or Word Endings</p> <ul style="list-style-type: none"> Item 1: Cats and doggs are pets. (1 error) Item 2: The green frog jumpes. (1 error) <p>Texting Language</p> <ul style="list-style-type: none"> Item 1: Btw cats and dogs are pets. (1 error) 	<p>Word Boundary</p> <ul style="list-style-type: none"> Item 3: Mark has a sixyearold sister named Ann. (1 error) Item 3: Mark has a six year old sis ter named Ann. (1 error) <p>Letter Formation</p> <ul style="list-style-type: none"> Item 1: Cats & dogs are pets. (symbol for word = 1 error) <p>Capitalization</p> <ul style="list-style-type: none"> Item 2: Frogs are Green and they jump. (1 error) Item 1: cats and dogs are pets. (1 error)
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Step 4: Score the writing sample for Mechanics

Question . . .	If YES, then . . .	If NO, then . . .
4. Does the writing sample include 3 or more errors in spelling, capitalization, or punctuation?	<p>Stop scoring <i>Mechanics</i>.</p> <ol style="list-style-type: none"> List the errors in the <i>Mechanics</i> column in the Record Form. Score <i>Mechanics</i> 0 points. Proceed to Step 5 to score the writing sample for <i>Extra Credit</i>. 	<p>If you have reached this point with no score for <i>Mechanics</i>, return to Question 1 of Step 4 and re-examine the writing sample.</p>



Errors of Mechanics: Examples

Punctuation

- Item 1: Cats and dogs are pets? (1 error)
- Item 2: The green frog jumps! (1 error)

Misspelled Words (except names of people) or

Word Endings

- Item 1: Cats and **doggs** are pets. (1 error)
- Item 2: The green frog **jumpes**. (1 error)

Texting Language

- Item 1: **Btw** cats and dogs are pets. (1 error)

Word Boundary

- Item 3: Mark has a **sixyearold** sister named Ann. (1 error)
- Item 3: Mark has a six year old **sis ter** named Ann. (1 error)

Letter Formation

- Item 1: Cats & dogs are pets. (symbol for word = 1 error)

Capitalization

- Item 2: Frogs are **Green** and they jump. (1 error)
- Item 1: **cats** and dogs are pets. (1 error)

Step 5: Score the writing sample for Extra Credit

Question . . .	If YES, then . . .	If NO, then . . .
<p>1. Does the word <i>and</i> join two independent clauses in the writing sample?</p>	<p>STOP.</p> <ol style="list-style-type: none"> 1. Circle the condition number in the <i>If Extra Credit = 0 points, circle error(s)</i> column in the Record Form. 2. Score <i>Extra Credit</i> 0 points. 3. Score the next item. <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 4. If this is the last Sentence Combining item, turn to the Sentence Building Quick Score Guide to begin scoring Sentence Building. 	<p>Turn the page. Answer <i>Extra Credit</i> Question 2.</p>

Step 5: Score the writing sample for Extra Credit

Question . . .	If YES, then . . .	If NO, then . . .
<p>2. Is there poor sentence structure in the writing sample?</p>	<p>STOP.</p> <ol style="list-style-type: none"> 1. Circle the condition number in the <i>If Extra Credit = 0 points</i>, <i>circle error(s)</i> column in the Record Form. 2. Score <i>Extra Credit</i> 0 points. 3. Score the next item. <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 4. If this is the last Sentence Combining item, turn to the Sentence Building Quick Score Guide to begin scoring Sentence Building. 	<p>Turn the page. Answer <i>Extra Credit</i> Question 3.</p>

Step 5: Score the writing sample for Extra Credit

Question . . .	If YES, then . . .	If NO, then . . .
<p>3. In the writing sample, is the meaning changed from the original sentences?</p>	<p>STOP.</p> <ol style="list-style-type: none"> 1. Circle the condition number in the <i>If Extra Credit = 0 points, circle error(s)</i> column in the Record Form. 2. Score <i>Extra Credit</i> 0 points. 3. Score the next item. <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 4. If this is the last Sentence Combining item, turn to the Sentence Building Quick Score Guide to begin scoring Sentence Building. 	<p>STOP.</p> <ol style="list-style-type: none"> 1. Because conditions 1, 2, and 3 are NOT present in the writing sample, score <i>Extra Credit</i> 1 point. 2. Return to Step 1 of the Sentence Combining Quick Score Guide to score the next item. <p style="text-align: center;">OR</p> <ol style="list-style-type: none"> 3. If this is the last Sentence Combining item, turn to the Sentence Building Quick Score Guide to begin scoring Sentence Building.



Sentence Building Quick Score

Sentence Building

Before you begin scoring, read the directions for administration and scoring in the Examiner's Manual.

All item responses (writing samples) must satisfy prerequisite criteria before the item can be scored.

Step 1: Read the item target word (stimulus), and then read the examinee's written response.

Step 2: Determine if the examinee's written response meets the prerequisite criteria.

Before you circle Y (YES, the response meets criteria) or N (NO, the response does not meet criteria), answer the following questions about the written response.

Prerequisite Scoring Criteria Question 1

Question . . .	If YES, then . . .	If NO, then . . .
<p>1. Does the response include the target word?</p>	<p>Turn the page. Answer Prerequisite Scoring Criteria Question 2.</p>	<p>STOP.</p> <ol style="list-style-type: none"> 1. Circle N in the <i>Meets Prereqs</i> column in the Record Form. 2. Score 0 for <i>Semantics & Grammar</i>. 3. Score 0 for <i>Mechanics</i>. 4. Score the next item.



If the target word is included, but misspelled . . .

- . . . and does not form another word, follow the directions under “If YES, then....”
- . . . and forms another word, but *is* used as the target word, follow the directions under “If YES, then....”
- . . . and forms another word and is *not* used as the target word, follow the directions under “If NO, then....”

Prerequisite Scoring Criteria Question 2

Question . . .	If YES, then . . .	If NO, then . . .
<p>2. Is the response a fragmented sentence?</p>	<p>Turn the page. Answer Prerequisite Scoring Criteria Question 3.</p>	<p>STOP.</p> <ol style="list-style-type: none"> 1. Circle N in the <i>Meets Prereqs</i> column in the Record Form. 2. Score 0 for <i>Semantics & Grammar</i>. 3. Score 0 for <i>Mechanics</i>. 4. Score the next item.



A fragment lacks a subject, a verb, or both (see first and second examples below), or contains a subject and verb, but begins with a subordinating word and does not include an independent clause (see third example below).

Fragmented Sentence Examples:

Item 1: *The* new car

Item 2: This cat *or* that cat

Item 3: *Until* school starts

Prerequisite Scoring Criteria Question 3

Question . . .	If YES, then . . .	If NO, then . . .
3. Is the target word used within a title or as the subject or object of the response?	STOP. 1. Circle N in the <i>Meets Prereqs</i> column. 2. Score 0 for <i>Semantics & Grammar</i> . 3. Score 0 for <i>Mechanics</i> . 4. Score the next item.	Writing sample meets criteria. Circle Y in the <i>Meets Prereqs</i> column, and turn the page to Step 3 to score the writing sample for <i>Semantics & Grammar</i> .



Example of Target Word in a Title:

Item 1: *The Wizard of Oz* is a movie.

Example of Target Word as Subject or Object:

Item 5: *An* is a word.

Item 6: I can write *than*.

ALERT:

Read important scoring information below.

Fused or Multiple Sentences

- Score only the sentence or independent clause that contains the target word.
- For a run-on sentence, score 1 error if no period or semicolon separates independent clauses.
- If more than one sentence contains the target word, score the sentence that would earn the higher overall score.

Proceed to Step 3 (next page) to begin scoring.

Step 3: Score the writing sample for Semantics & Grammar

Question . . .	If YES, then . . .	If NO, then . . .
<p>1. Does the writing sample use the target word meaningfully and correctly?</p>	<p>Turn the page. Answer <i>Semantics & Grammar</i> Question 2.</p>	<p>Stop scoring <i>Semantics & Grammar</i>.</p> <ol style="list-style-type: none"> 1. Record "target word not used meaningfully" in the <i>Semantics & Grammar</i> column in the Record Form. 2. Score <i>Semantics & Grammar</i> 0 points. 3. Proceed to Step 4 to score the writing sample for <i>Mechanics</i>.



Examples of Errors:

- Usage NOT meaningful
Item 7: *As we went to the store, we bought games.* (Follow the directions under "If NO, then....")
- Poor sentence structure that interferes with meaning
Item 6: The cat is *than* my dog. (Follow the directions under "If NO, then....")

Step 3: Score the writing sample for Semantics & Grammar

Question . . .	If YES, then . . .	If NO, then . . .
<p>2. Does the writing sample use correct grammar and syntax and good sentence structure (i.e., <i>NO errors</i>)?</p>	<p>Stop scoring <i>Semantics & Grammar</i>.</p> <ol style="list-style-type: none"> 1. Score <i>Semantics & Grammar</i> 2 points. 2. Proceed to Step 4 to score the writing sample for <i>Mechanics</i>. 	<p>Turn the page. Answer <i>Semantics & Grammar</i> Question 3.</p>



Errors of Semantics/Grammar:

- A question with an understood subject
Item 1: See *the* dog? (1 error)
- Severe spelling error (interferes with sentence meaning)
Item 1: Get all *the ghesys*. (score 0 points)
- Incorrect or omitted word ending
Item 1: *The* dog **jump** on my bed. (1 error)
- Poor sentence structure
Item 1: *The* dog runs and is mine. (1 error)

Step 3: Score the writing sample for Semantics & Grammar

Question . . .	If YES, then . . .	If NO, then . . .
<p>3. Does the writing sample include 1 or 2 errors in grammar and syntax, and/or semantics? (If 3 or more, choose NO.)</p>	<p>Stop scoring <i>Semantics & Grammar</i>.</p> <ol style="list-style-type: none"> List the error(s) in the <i>Semantics & Grammar</i> column in the Record Form. Score <i>Semantics & Grammar</i> 1 point. Proceed to Step 4 to score the writing sample for <i>Mechanics</i>. 	<p>Turn the page. Answer <i>Semantics & Grammar</i> Question 4.</p>



Errors of Semantics/Grammar:

- A question with an understood subject
Item 1: See *the* dog? (1 error)
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Item 1: *The* dog **jump** on my bed. (1 error)
- Poor sentence structure
Item 1: *The* dog runs and is mine. (1 error)

Step 3: Score the writing sample for Semantics & Grammar

Question . . .	If YES, then . . .	If NO, then . . .
4. Does the writing sample include 3 or more errors in grammar and syntax, and/or semantics?	<p>Stop scoring <i>Semantics & Grammar</i>.</p> <ol style="list-style-type: none"> List the errors in the <i>Semantics & Grammar</i> column in the Record Form. Score <i>Semantics & Grammar</i> 0 points. Proceed to Step 4 to score the writing sample for <i>Mechanics</i>. 	<p>If you have reached this point with no score for <i>Semantics & Grammar</i>, return to Question 1 of Step 3 and re-examine the writing sample.</p>



Errors of Semantics/Grammar:

- A question with an understood subject
Item 1: See *the* dog? (1 error)
- Severe spelling error (interferes with sentence meaning)
Item 1: Get all *the ghesys*. (score 0 points)
- Incorrect or omitted word ending
Item 1: *The* dog **jump** on my bed. (1 error)
- Poor sentence structure
Item 1: *The* dog runs and is mine. (1 error)

Step 4: Score the writing sample for Mechanics

Question . . .	If YES, then . . .	If NO, then . . .
1. Does the writing sample lack sufficient meaning to determine accuracy of punctuation?	STOP. 1. Record "insufficient meaning" in the <i>Mechanics</i> column in the Record Form. 2. Score <i>Mechanics</i> 0 points. 3. Return to Step 1 of the Sentence Building Quick Score Guide to score the next item.	Turn the page. Answer <i>Mechanics</i> Question 2.

Step 4: Score the writing sample for Mechanics

Question . . .	If YES, then . . .	If NO, then . . .
<p>2. Does the writing sample include <i>NO</i> errors in spelling, capitalization, or punctuation?</p>	<p>Stop scoring <i>Mechanics</i>.</p> <ol style="list-style-type: none"> 1. Score <i>Mechanics</i> 2 points. 2. Return to Step 1 of the Sentence Building Quick Score Guide to score the next item. 	<p>Turn the page. Answer <i>Mechanics</i> Question 3.</p>



Look for errors in punctuation, spelling/word endings, texting language, word boundaries, letter formation/numeral use, and capitalization.

Consult the Examiner's Manual (pp. 146–148) if you're not sure whether something is an error.

Step 4: Score the writing sample for Mechanics

Question . . .	If YES, then . . .	If NO, then . . .
3. Does the writing sample include 1 or 2 errors in spelling, capitalization, or punctuation? (if 3 or more, choose NO)	<p>Stop scoring <i>Mechanics</i>.</p> <ol style="list-style-type: none"> 1. List the error(s) in the <i>Mechanics</i> column in the Record Form. 2. Score <i>Mechanics</i> 1 point. 3. Return to Step 1 of the Sentence Building Quick Score Guide to score the next item. 	<p>Turn the page. Answer <i>Mechanics</i> Question 4.</p>



Errors of Mechanics: Examples

- Punctuation
 - Item 7: *As if I'd invite you.!* (1 error)
 - Item 4: You will stay *until* you re read the sentence. (1 error)
- Misspelled Words/Word Endings
 - Item 1: *The* dog jump*t* on my bed. (1 error)
 - Item 7: You're cat is *as* big *as* mine. (1 error)
- Word Boundary
 - Item 7: I have *an* othar friend named Tom. (2 errors)
- Letter Formation
 - Item 1: Be4 I go to bed, I will read *the* book. (1 error)
- Capitalization
 - Item 7: i have 2 dogs *as* of ri*g*ht now. (1 error—uppercase letter inside a word is NOT an error)

Step 4: Score the writing sample for Mechanics

Question . . .	If YES, then . . .	If NO, then . . .
4. Does the writing sample include 3 or more errors in spelling, capitalization, or punctuation?	<p>Stop scoring <i>Mechanics</i>.</p> <ol style="list-style-type: none"> 1. List the errors in the <i>Mechanics</i> column in the Record Form. 2. Score <i>Mechanics</i> 0 points. 3. Return to Step 1 of the Sentence Building Quick Score Guide to score the next item. 	<p>If you have reached this point with no score for <i>Mechanics</i>, return to Question 1 of Step 4 and re-examine the writing sample.</p>



Errors of Mechanics: Examples

- Punctuation
 - Item 7: *As if I'd invite you.!* (1 error)
 - Item 4: *You will stay until you re read the sentence.* (1 error)
- Misspelled Words/Word Endings
 - Item 1: *The dog jumpt on my bed.* (1 error)
 - Item 7: *You're cat is as big as mine.* (1 error)
- Word Boundary
 - Item 7: *I have an othar friend named Tom.* (2 errors)
- Letter Formation
 - Item 1: *Be4 I go to bed, I will read the book.* (1 error)
- Capitalization
 - Item 7: *i have 2 dogs as of riGht now.* (1 error—uppercase letter inside a word is NOT an error)

ALWAYS
LEARNING