

Supplemental Material S1. Writing quality rubric.

<p><i>7 points</i> <i>Advanced</i> <i>Developed</i></p>	<p>The essay is on topic, logical, coherent, and well-stated throughout the entire essay and has a sophisticated sense of story or idea development. Overall, writing reads like a breeze. Readers are left with no questions.</p> <p>The essay includes three or more ideas with a clear macro structure (beginning, middle, end) and logical sequencing of ideas: The opinion essay has a clear topic sentence, well-organized middle (reasons and supporting details), and conclusion; The narrative task a clear structure of story grammar, Ideas are connected effectively using a combination of advanced transition words and cohesive features that are skillfully and precisely used to transition through logical progression of ideas.</p> <p>Each big idea is well-developed with complete elaboration and details. Idea elaboration is precise and effective using appropriate sentence structures. The essay is free of any problems or extraneous information.</p>
<p><i>6 points</i> <i>Emerging</i> <i>Developed</i></p>	<p>The essay is on topic, and logical, coherent, and well-stated with an apparent sense of story or idea development.</p> <p>The essay has three or more ideas with a clear macro structure, and has a topic and concluding sentence; however, one idea may be difficult to distinguish from a big idea. Organizational structure is mostly effective, and ideas are presented in logical order. Connections of ideas are mostly effective, using a combination of transition words or other cohesive features (may include advanced expressions mixed with rudimentary ones). There may be a choppy place or abrupt transition.</p> <p>Most big ideas are developed with details and elaboration; elaborations are mostly expressed using appropriate sentence structures, but there may be rudimentary structures that could be improved.</p> <p>The essay does not contain any illogical, irrelevant, or repetitive information, but there may be minor problems in a few places that make the reader pause. The essay is easy to read but there is a sense of room for further development. Readers may be left with a question regarding the text.</p>

<p><i>5 points Advanced Developing</i></p>	<p>The essay is on topic, and logical and coherent, but ideas may not be very well-stated. There is a clearer sense of story or idea development (a distinguishing feature from 4).</p> <p>There are three or more ideas with a sense of macro structure. However, the essay may only have topic or concluding sentences that may be difficult to distinguish from a big idea. Overall, ideas have logical and sequenced organization and are connected--transition words or cohesive features are used but they tend to be rudimentary. The essay may be choppy or a bit abrupt.</p> <p>Some big ideas (at least one) are developed with details and elaboration. However, idea elaboration is not very effective. Most ideas (if not all) may be expressed using rudimentary structure (e.g., compound predicate constructions), and there is limited variation of sentence structures.</p> <p>There may be minor problems or missing elements. Logic may feel awkward or incomplete in some places. Readers are left with several questions regarding the text. Extraneous information is minimal.</p>
<p><i>4 points Emerging Developing</i></p>	<p>The essay is on topic and logical and coherent. Although there is an emerging sense of story or idea development, but it is insufficiently development: In the narrative task, there is a story development that goes beyond simple description of the illustration (a distinguishing feature between the scores 4 and 3); In the opinion task, there is an emerging sense of development of topic and associated reasons.</p> <p>There is an emerging sense of macro-organization with three or more ideas but some elements may be missing (e.g., introduction or conclusion are not present or are not distinguishable from a big idea). Ideas are sequenced using limited rudimentary transition words and cohesive features. Most transitions and progressions of ideas are choppy or abrupt.</p> <p>Ideas are largely logical but simple. Most big ideas have no elaboration or details; expression of ideas is not effective as ideas may be expressed in simple sentences.</p> <p>There may be several problems. Essay does not feel complete. The reader is left with many questions. The essay may include extraneous information or redundancy.</p>
	<p>The essay is on topic but has minimal logic or coherence.</p>

<p><i>3 points</i> <i>Improved</i> <i>Beginner</i></p>	<p>There are three or more ideas (distinguishing feature between the scores of 2 and 3) but there is no sense of macro-organization. Ideas may be logically sequenced (e.g., chronologically) but there is a very limited sense of story or idea development or organizational structure (a distinguishing feature between the scores 3 and 4); ideas are presented like a list or string of facts.</p> <p>Most big ideas have no elaboration or details. This is manifested in a variety of combinations (e.g., two big ideas and a detail; 1 big idea and two simple details; three big ideas with no supporting details; two sentences but with extended supporting details). Connections between ideas or transitions are not effective; Transitions and progressions of ideas are noticeably choppy and abrupt.</p> <p>Idea elaboration is limited and does not contribute to story or idea development. Elaboration may be off topic.</p> <p>There may be many problems due to lack of development or extraneous information; the essay may include information that is vague, not supported, redundant, and illogical.</p>
<p><i>2 points</i> <i>Intermediate</i> <i>Beginner</i></p>	<p>The essay is on topic but is highly limited in content and length. Essay is bare bones with no story or idea development.</p> <p>There is little sense of organization, logic, and transition words due to limited ideas. The essay may include two simple ideas (a distinguishing feature between a score of 2 and above) regardless of the number of sentences (i.e., one sentence with two ideas or two sentences with two ideas or two phrases, etc.).</p> <p>There is no elaboration of ideas and may include extraneous information or repetition. Expressions may be simple or incomplete.</p>
<p><i>1 point</i> <i>Low Beginner</i></p>	<p>The essay is on topic, but it is very bare bones due to extremely limited length and content.</p> <p>The essay has a single idea (a distinguishing feature between a score of 1 and 2), regardless of the number of sentences (e.g., may be repetitive).</p> <p>Organization, logic, and transition words are not present. There are few, if any, cohesive features.</p> <p>There is no elaboration. Expressions are simple or incomplete.</p>

	The essay may contain extraneous information or repetition.
<i>0 points</i>	The essay is off-topic (text that is completely irrelevant or does not address the prompt) and has illegible content.