Student Response	Explanation of Grading for Academic Language
Student A *The plants are eaten by animals that only eat plants. Then these animals are eaten by other animals that eat the plant eaters. In the next level, bigger meat eaters eat the smaller meat eaters. Finally, the biggest meat eater eats the medium-sized meat eaters.*	The student response shows that this student understands energy transfer in a food web, but does not use specific terms such as *producers, primary consumers, secondary consumers,* and *apex predator.* Even though this response is grammatically correct, content-specific vocabulary is lacking.
Student B *Producers is plants. They get there energy from the sun. This energy move up a food web when consumers eats plants or other animals. Example: a rabbit is a primary consumer and it eat a plant, the energy from the plant transfer to the rabbits. This energy continues to the next level with the secondary consumers. These are usually huger predators that eat herbivores. At the top of the food web are the tertiary consumers. Usually this level have larger apex predators that have few or no other predators.*	Content wise, this student demonstrates a higher proficiency level than Student A at using content-specific words accurately. This student understands each layer of the food web, uses specific vocabulary words correctly at level, and can describe the relationship between each level more accurately than can Student A. Grammatically, this student needs support. However, the grammar approximations do not impede comprehension of the ideas.