



Grade 4

Reading Language Arts

Constructed-Response
Scoring Guide

Spring 2024

General Information

Beginning with the 2022–2023 school year, reading language arts assessments include an extended constructed response, or essay, at every grade level. They also include short constructed-response questions. Students are asked to write the essay in response to a reading selection and write in one of two modes: informational or argumentative.

This State of Texas Assessments of Academic Readiness (STAAR®) constructed-response scoring guide provides student exemplars at all score points for extended constructed-response and short constructed-response prompts from the STAAR reading language arts grade 4 operational test. The prompts are presented as they appeared on the test, and responses were scored based on the rubrics included in this guide, which were developed with the input of Texas educators. Essays were scored using a five-point rubric. Short constructed responses in the reading domain were scored using a two-point prompt-specific rubric. Short constructed responses in the writing domain were scored using a one-point rubric.

The five-point rubric for extended constructed responses includes two main components: organization and development of ideas and conventions. A response earns a specific score point based on the ideas and conventions of that particular response as measured against the rubric. The annotation that accompanies each response is specific to that response and was written to illustrate how the language of the rubric is applied to elements of the response to determine the score the response received. Extended constructed responses are scored by two different scorers, and the scores are summed to create a student’s final score, so students may receive up to 10 points for their essay.

The responses in this guide are actual student responses submitted online during the testing window. To protect the privacy of individual students, all names and other references of a personal nature have been altered or removed. Otherwise, the responses appear as the students wrote them and have not been modified.

**Grade 4 Reading
Passage with Extended
Constructed Response and
Short Constructed Response**

Read the selection and choose the best answer to each question.

Cody and his best friend Mud enjoy playing the video game Soccer Slam. When Cody plays in a game of real soccer for the first time, Cody gets placed on the Red Team and Mud gets placed on the Blue Team.

from Surprise Kick

by Zach Riley

- 1 Cody thought that Mud looked very alone all the way over there. He decided to go easy on him. After all, Mud wasn't the greatest soccer mind—at least when it came to video games. Cody couldn't figure out why Mud still liked to play even when he lost so much.
- 2 Coach Parks blew his whistle. Mahender kicked the ball far into the Blue end of the field. Cody and the rest of the Red players surged forward. Ryan got the ball and ran with it, dribbling forward while the Blue defenders closed in on him.
- 3 Cody marked Mud, sticking close to his friend on the other side of the field. As a new player, Mud probably wouldn't get much action, so he was the safest place to hide out. Besides, Cody wanted to help his friend in case the team ever charged him.
- 4 Ryan passed the ball sideways to Amanda, who was instantly swarmed.
- 5 Cody had wondered why Amanda wanted to play on the boys' team. He quickly found out. She eluded one defender by effortlessly rolling the ball underneath her and turning the other way. Then she stood strong and held her back into another defender, keeping him away from the ball.
- 6 But pretty soon, it became clear there was no way out. So she passed the ball forward.
- 7 To Mud!
- 8 Now the entire Red team ran at Mud. Cody felt bad for him. He'd have his pocket picked on the first touch of his first real game.
- 9 The defenders would swarm him. If Mud was lucky, he might avoid being knocked to the ground.
- 10 Cody nearly closed his eyes, but he had to watch the oncoming train wreck.
- 11 Somehow Mud danced clear of them all.
- 12 He squeezed between Mitch and Hans, then broke free of the pack, dodging and weaving down the field.
- 13 Cody wondered when Mud had gotten so fast.
- 14 Mahender ran at Mud full speed. Mud spun away, twisting out of range just as Mahender kicked for the ball.

Grade 4 Reading Language Arts
Constructed-Response Scoring Guide

- 15 Then Mitch came in for a sideways snag, but Mud lined up and kicked the ball as hard as he could.
- 16 The ball flew into the net above the goalie's head for the first goal of the game.
- 17 Cody had never seen a play like that, not even on *Soccer Slam*.
- 18 The whole Blue team gathered around Mud, hugging and high-fiving him.
- 19 Although Cody tried as hard as he could for the next 19 gajillion hours, he got no closer to the ball than if it had been in another state.

From SURPRISE KICK by Zach Riley, ABDO PUBLISHING COMPANY-MAGIC WAGON. © 2013.

Grade 4 Extended Constructed Response

Prompt

Read the story from *Surprise Kick*. Based on the information in the story, write a response to the following:

Explain how the events in the story cause Cody to change his opinions.

Write a well-organized informational composition that uses specific evidence from the story to support your answer.

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.

Grade 4 Reading Passage with Extended Constructed Response

Informational Writing Rubric

Score Point	Organization and Development of Ideas
3	<ul style="list-style-type: none">• Central idea is clear and fully developed The central idea is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow.• Organization is effective A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the central idea. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways.• Evidence is specific, well chosen, and relevant The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the central idea. For pairs in grades 3-5, evidence is drawn from at least one text. The response reflects a thorough understanding of the writing purpose.• Expression of ideas is clear and effective The writer's word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer's ideas and contribute to the overall quality of the response and the clarity of the message.
2	<ul style="list-style-type: none">• Central idea is present and partially developed A central idea is presented, but it may not be clearly identifiable because it is not fully developed. The focus may not always be consistent and may not always be easy to follow.• Organization is limited A purposeful structure that includes an introduction and conclusion is present. An organizational structure may not be consistent and may not always support the logical development of the central idea. Sentence-to-sentence connections and clarity may be lacking.• Evidence is limited and may include some irrelevant information The response may include text-based evidence to support the central idea, but it may be insufficiently explained, and/or some evidence may be irrelevant to the central idea. For pairs, evidence is drawn from at least one of the texts. The response reflects partial understanding of the writing purpose.• Expression of ideas is basic The writer's word choice may be general and imprecise and at times may not convey the writer's ideas clearly. Sentences and phrases are at times ineffective and may interfere with the writer's intended meaning and weaken the message.

1	<ul style="list-style-type: none"> • Central idea is evident but not developed A central idea is present but not developed appropriately in response to the writing task. • Organization is minimal and/or weak An introduction or conclusion may be present. An organizational structure that supports logical development is not always evident or is not appropriate to the task. • Evidence is insufficient and/or mostly irrelevant Little text-based evidence is presented to support the central idea, or the evidence presented is mostly extraneous and/or repetitious. Explanation of any evidence presented is insufficient and may be only vaguely related to the writing task. The response reflects a limited understanding of the writing purpose. • Expression of ideas is ineffective The writer’s word choice is vague or limited and may impede the quality and clarity of the essay. Sentences and phrases are often ineffective, interfere with the writer’s intended meaning, and impact the strength and clarity of the message.
0	<ul style="list-style-type: none"> • A central idea may be evident. • The response lacks an introduction and conclusion. An organizational structure is not evident. • Evidence is not provided or is irrelevant. The response reflects a lack of understanding of the writing purpose. • The expression of ideas is unclear and/or incoherent. <p><i>Please note that if a response receives a score point 0 in the Development and Organization of Ideas trait, the response will also earn 0 points in the Conventions trait.</i></p>
Score Point	Conventions
2	<p>Student writing demonstrates consistent command of grade-level-appropriate conventions, including correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has few errors, but those errors do not impact the clarity of the writing.</p>

Grade 4 Reading Language Arts
Constructed-Response Scoring Guide

1	<p>Student writing demonstrates inconsistent command of grade-level-appropriate conventions, including limited use of correct:</p> <ul style="list-style-type: none">• sentence construction• punctuation• capitalization• grammar• spelling <p>The response has several errors, but the reader can understand the writer’s thoughts.</p>
0	<p>Student writing demonstrates little to no command of grade-level-appropriate conventions, including infrequent use of or no evidence of correct:</p> <ul style="list-style-type: none">• sentence construction• punctuation• capitalization• grammar• spelling <p>The response has many errors, and these errors impact the clarity of the writing and the reader’s understanding of the writing.</p>

Sample Student Responses

Score Point 0

Response 1

they are play soccer cody is saeg tegs adout his friend hes not good at soccer so he wit esy on him.

Organization and Development of Ideas: 0

In this response the writer does not provide a clear central idea. The writer presents a general statement about the story (“cody is saeg tegs adout [is saying things about] his friend hes not good at soccer”), but this information does not effectively address the writing task of explaining Cody’s change of opinion. The only other remaining detail (“he wit esy on him”) is insufficient in developing the response. The response does not have an organizational structure. Overall, the response reflects a lack of understanding of the writing purpose.

Conventions: 0

Please note that if a response receives a score point 0 in the Organization and Development trait, the response will also earn 0 points in the Conventions trait.

Response 2

cody and mud were freinds that would play soccer video games mud was bad at the video games but one day there coach made them play soccer when they were playing mud just stood there but when amanda had the ball evrybody ran up to her amanda couldnt do any thing so she passed the ball to mud but evrybody ran up to mud but mud ran really fast doging evrybody he kiked the ball and it went in the net over the goalys head

Organization and Development of Ideas: 0

In this response the writer does not provide a central idea. The character of Cody is briefly introduced and then abandoned, so there is no attempt to address the prompt regarding Cody’s change of opinion. The response consists of a partial summary of the story. There are multiple details describing the game play (“mud just stood there”; “when amanda had the ball evrybody ran up to her”; “mud ran really fast doging evrybody”), but these details are ineffective in supporting a central idea. This response reflects a lack of understanding of the writing purpose.

Conventions: 0

Please note that if a response receives a score point 0 in the Organization and Development trait, the response will also earn 0 points in the Conventions trait.

Score Point 1

Response 1

cody thought mud wont do any thing well right as he got the ball every thing changed mud was so good

Organization and Development of Ideas: 1

In this response the writer provides the central idea that “right as he got the ball every thing changed.” The idea is supported with the limited evidence that “mud was so good” before ending abruptly. There is an introductory sentence (“cody thought mud wont do any thing well”) but no conclusion. The response lacks a consistent organizational structure and offers no further explanation in support of the central idea. The expression of ideas is ineffective and reflects a limited understanding of the writing purpose.

Conventions: 0

This writer demonstrates little to no command of grade-level-appropriate conventions. The writing consists of three sentences written as a run-on without capitalization or punctuation. There is also a misspelling (“thought”). The absence of any punctuation (“wont do any thing well right”) impacts the clarity of the writing. The response has many errors in proportion to its length, and these errors impact the reader’s understanding of the writing.

Response 2

in the beging it tells us the problem witch is codey thinks that mud bad at soccer because he just started and next is when mud proves him rong he scored a goel fro his team at the end codey tried sooooo hard.

Organization and Development of Ideas: 1

This response presents the central idea that “codey thinks that mud bad at soccer.” Although an introduction is present, the response ends abruptly without a conclusion. There is some evidence of organization with transitional phrases (“in the beging [beginning],” “next,” “at the end”), but there is insufficient development within this response. In addition, the writer’s word choice is limited and impedes the quality and clarity of the essay (“codey tried sooooo hard”). Overall, this response reflects a limited understanding of the writing purpose.

Conventions: 0

This response demonstrates little to no command of grade-level-appropriate conventions. There are frequent errors, including a lack of punctuation except for the final period (a single run-on sentence), a lack of capitalization (“in the beging,” “codey,” “mud”), grammar (“thinks that mud bad at soccer”), and spelling errors (“beging,” “witch” instead of “which,” “rong,” “goel,” “fro”). The response has many errors, and these errors impact the clarity of the writing and the reader’s understanding of the writing.

Score Point 2

Response 1

The events in the story get cody to change his mind about mud like this event in the story "Mahender ran fulln speed.Mud spun away twisting out of range just as Mahender kicked for the ball." Or like this one "Cody had never seen a player like that,not even on soccer slam." So thats what gets cody to change his mind.

Organization and Development of Ideas: 1

In this response the writer provides the central idea that "events in the story get cody to change his mind about mud." The introduction is limited to the central idea, and a conclusion is present ("So thats what gets cody to change his mind"). However, the organization of ideas is weak. The evidence in the form of two quotes from the story is not sufficiently explained, and the writing does not develop in an effective way. The response reflects a limited understanding of the writing purpose.

Conventions: 1

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. Sentence construction is mostly appropriate, though the first sentence is awkward ("The events in the story get cody to change his mind about mud like this event in the story"). Punctuation errors include missing commas ("Mud spun away twisting out of range") and a missing apostrophe ("thats"). Capitalization of proper nouns is inconsistent ("Mahender," "Mud," "Cody," "soccer slam," "cody"), but spelling is generally correct. The response has several errors, but the reader can still understand the writer's thoughts.

Response 2

in the story from surprise kick the main charecter cody changed his mind when he saw mud score a goal

an example from the text is " cody never seen such a play like that nit even on soccer slam." this is important beacuse it shows that he is shocked and eh changed his mind about mud being bad at soccer

another example from the tex is "mud damced clear of them" this is important beacuse this proves he got better and that cody i shocked that he did an example of cody before all of that ismud looked very alone over there so he decied to go easy on him" this is i ortant beacuse it shows that he is saying basiclly hes not to good so i will go easey on him

in conclusion cody underestermats mud.

Organization and Development of Ideas: 2

In this response the writer presents the partially developed central idea that "cody changed his mind when he saw mud score a goal." The organization of ideas is limited as the focus abruptly shifts from one piece of evidence to the next (" cody never seen such a play like that nit even on soccer slam"; "mud damced clear of them"; "mud looked very alone over there so he decied to go easy on him"). The evidence is somewhat repetitive and only briefly explained without sufficiently supporting the central idea ("this is important beacuse it shows that he is shocked and eh changed his mind about mud being bad at soccer"; "this is important beacuse this proves he got better and that cody i shocked that he did"; "this is i ortant beacuse it shows that he is saying basiclly hes not to good"). The expression of ideas is basic as word choice is general and sometimes imprecise ("this proves he got better"). Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. The writing consists of many sentences lacking capitalization ("cody," "mud," "in conclusion") and ending punctuation ("so i will go easey on him"). Errors also include a missing apostrophe ("hes not to good") as well as missing commas in compound sentences ("it shows that he is shocked and eh changed his mind about mud"). Frequent spelling errors cause minor disruptions throughout the response ("nit," "beacuse," "damced," "i ortant," "hes," "easey," "underestermats"). The response has many errors, and these errors impact the clarity of the writing.

Score Point 3

Response 1

Cody and Mud enjoy playing a video game called Soccer Slam. Mud always loses in the game but still enjoys it. When the boys play real soccer, The boys get put on opposite teams. Cody believed that Mud wouldn't get much action as a new player, but to his surprise, when Amanda passed the ball to Mud, Mud danced around confusing the other team and making a goal. Cody has never seen such a thing. Cody practices and tries to hard but he has never been close to the ball.

Organization and Development of Ideas: 1

In this response the writer provides the central idea that "Cody believed that Mud wouldn't get much action as a new player." The response contains an introduction, but the conclusion about Cody's difficulty with the sport does not contribute to logical development. There are a few relevant story details ("when Amanda passed the ball to Mud, Mud danced around confusing the other team and making a goal"), but they are insufficiently explained. Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. The response exhibits generally correct sentence construction, grammar, spelling, capitalization, and punctuation. Verb tenses shift in the final sentences ("Mud danced around"; "Cody practices and tries to hard"), but these errors occur alongside correct usage. The response has few errors, and these errors do not impact the clarity of the writing.

Response 2

Cody Knows that Mud is bad at the video game that is about soccer so he thinks that Mud is also bad at real soccer. When amanda throws the ball to Mud, Cody is in a panic attack because all the red team is going to get the ball from Mud, but Mud escapes and kicked the ball as hard as he can, the ball flew into the net and above the golies head Cody was impressed. Cody knew he juged Mud to fast.

Organization and Development of Ideas: 2

In this response the writer presents the partially developed central idea in the concluding sentence that “Cody knew he juged Mud to fast.” The organization of ideas is weak, as the introduction focuses on the plot details of the game action, and there are no transitions to connect ideas. Support for the central idea is limited as most of the provided evidence focuses on Cody’s initial opinion of Mud (“Cody Knows that Mud is bad at the [soccer] video game”). The details of Mud’s success are presented briefly and without much explanation, though there is a brief statement that helps to support the central idea (“Cody was impressed”). Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 1

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. While some sentence construction is generally correct with appropriate subject-verb agreement, the middle of the response is composed of ideas linked by commas, creating one long run-on sentence (“but Mud escapes . . . the ball flew into the net . . . Cody was impressed”). Some errors are present in capitalization (“Knows,” “amanda”), spelling (“golies,” “juged”), and grammar (“escapes and kicked,” “to [too] fast”). The response has several errors, but the reader can still understand the writer’s thoughts.

Response 3

The edvents in the story changed Cody by in the story the narrarater tells the reader that Cody knows that Mud is not good at the video game Soccer Slam so Cody also bleavies that Mud will not be good in the real game of soccer. Yet when Amanda gets the ball she was instantly swarmed by the other team and then she saw that there was no way out of the swarm of boys so she passed the ball to Mud and Cody thought it was going to be a train wreck but he didn't know that Mud could get out of there so quik and Cody was shocked when he saw Mud go so fast and doged all the players on the other team then when Mud kicked the ball and made it over the golaie and in to the net it blow Codys mind because he saw how good of a soccer player Mud is and so every one hugged and hight fided him and Cody never got the ball agian in that game so how Cody changed was that he went from thinking that Mud should stay behinde every one and not do anything to beliveling and knowing that Mud is a great soccer player.

Organization and Development of Ideas: 3

This response provides the central idea that the "edvents in the story changed Cody." Relevant text evidence is provided to show Cody's initial opinion ("Cody also bleavies that Mud will not be good in the real game of soccer") and how it was greatly changed ("Cody thought it was going to be a train wreck but he didn't know that Mud could get out of there so quik"). "Yet" is an effective transition to game details that establish Cody's anxiety and then shock at Mud's success. There are sufficient details to support the central idea, concluding with the writer's final observations ("he went from thinking that Mud should stay behinde every one and not do anything to beliveling [believing] and knowing that Mud is a great soccer player"). The response reflects a thorough understanding of the writing purpose.

Conventions: 0

This response demonstrates little to no command of grade-level-appropriate conventions. The lengthy writing consists of two sentences: the first one is weakly controlled, and the second one is an extensive run-on sentence lacking in correct coordination of the ideas. There are frequent grammatical errors as the writer struggles to maintain consistent or accurate use of tenses. Nearly all required punctuation is missing. Frequent spelling errors cause minor disruptions throughout the response ("edvents," "narrarater," "quik," "beliveling"). Although correct capitalization is consistent, this is not enough to overcome the many other errors, which impact the clarity of the writing.

Score Point 4

Response 1

Cody changed his opinion on how good Mud is at soccer because when Amanda had nowhere to go, she passed the ball to Mud. Then Mud ran down the field around not just 1, but 2 red guys, then danced away from an entire avalanche of Red Team players! And then, he had only 1 guy to beat, the goalie. When he kicked it it went up, up, and over the head of the goalie!

Organization and Development of Ideas: 2

The writer presents the central idea that “Cody changed his opinion on how good Mud is at soccer,” but it is not fully developed. The introduction is limited to only the central idea, and there is no conclusion present. The writer provides relevant evidence (“Amanda had nowhere to go, she passed the ball to Mud”; “When he kicked it it went up, up, and over the head of the goalie”). Expression of ideas is effective as the writer demonstrates Mud’s success of scoring the first goal of the game. Overall, the response reflects partial understanding of the writing purpose.

Conventions: 2

This response demonstrates a consistent command of grade-level-appropriate conventions. Although the last sentence is a run-on sentence, the response has few errors, and these errors do not impact the clarity of the writing.

Response 2

Cody's opinion changes throught the story when he relizes that video game soccer is different from real soccer.I know this becasue the story says that Mud is not good at video game soccer but he is a pro at real soccer.In addition,his opinion changes about Mud and how good he is at regular soccer.In the book it says that Mud was racing down the feild and no one could stop him from scoring.Also Cody thought Mud was very bad at soccer so he was taking it easy on him.To add to that Cody's opinion changes when he tries hard for the rest of the game because it said that it felt like it took 19 gajillion hours for the game to end.I know this because he felt different about soccer and even underestimated his best friend.

Organization and Development of Ideas: 3

The writer presents a central idea that explores Cody's shifting opinions about both soccer and Mud. A conclusion is evident in the last sentence. The use of transitions ("In addition," "Also") logically connects the ideas that support the development of the central idea. The response includes evidence that supports and develops the central idea ("Mud is not good at video game soccer but he is a pro at real soccer"; "Mud was racing down the feild and no one could stop him from scoring"). Word choice is purposeful ("underestimated"). Almost all sentences are crafted to convey the writer's ideas and contribute to the quality of the response. Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 1

This response demonstrates an inconsistent command of grade-level-appropriate conventions. Grammar and capitalization are correct. Spelling is inconsistent ("throught," "relizes," "feild"). Sentence boundaries are generally correct, though there are many missing commas, both after introductory clauses and before conjunctions. The response has several errors, but the reader can understand the writer's thoughts.

Score Point 5

Response 1

The events in the story changed Cody's thoughts about Mud. At the beginning of the game Cody thought that Mud wasn't going to get much attention and action throughout the game because he thought Mud wasn't the best soccer mind when it came to video games. So, Cody thought Mud wasn't going to be great at real soccer either. When the coach blew the whistle, players passed the ball to one another, the ball ended up getting passed to Mud! When the ball was with Mud, Cody thought Mud having the ball was going to be a disaster. Then, Mud pushed through guard players, swooped down the field, and scored for his team! Mud's team celebrated at the first goal of the game was theirs. Even though Cody tried to get attention and the ball after Mud's score, the ball or attention never came to him. After these events, Cody's perspective about Mud changed. I think Cody learned that you shouldn't depend on what someone did in the past to predict what someone is going to do and if they are going to mess up in the future.

Organization and Development of Ideas: 3

The writer presents the central idea that "The events in the story changed Cody's thoughts about Mud." The writer presents a chronological organizational structure that appropriately supports the development of the central idea. The writer provides evidence that focuses on Mud's contact with the ball and his unexpected success. The writer presents an effective conclusion ("Cody learned that you shouldn't depend on what someone did in the past to predict what someone is going to do and if they are going to mess up in the future") that supports a purposeful structure. Almost all sentences and phrases are effectively crafted to convey the writer's ideas ("Cody's perspective . . ."). Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. Although a comma is missing from the concluding sentence ("you shouldn't depend on what someone did in the past to predict what someone is going to do and if they are going to mess up in the future"), this error does not impact the clarity of the writing.

Response 2

In the beginning of the story, Cody constantly judged Mud by his skills in a video game. He thought that since he was better at *Soccer Slam*, a soccer video game, he would be a better soccer player. Because of this, Cody decides to go easy on him.

In paragraph 1, Cody wonders why mud plays real soccer if he loses in *Soccer Slam* so much.

In paragraph three, he is worried about Mud being hurt by soccer players, and plans to defend him. Later in paragraphs 5-7, both Cody and the reader learn that this isn't necessary when Amanda, a great player, surprises Cody by passing the ball to Mud when she is stuck. This surprises Cody, and then worries that he will lose the ball and be embarrassed. However, to his surprise, He does the complete opposite. Regardless of how well he plays *Soccer Slam*, he weaves inbetween everyone, and kicks the ball right over the goalie's head. Cody is astonished, and was amazed, because he has never seen a move as good as that, even in *Soccer Slam*! This changes his opinion about how well Mud can play soccer. For the rest of the game, Cody tries to get the ball, but finds it impossible. The reader and Cody can realize that Mud is really the best soccer player.

Organization and Development of Ideas: 3

The writer presents the central idea that Cody "thought that since he was better at *Soccer Slam* . . . he would be a better soccer player [than Mud]." An effective introduction and conclusion are present. A logical organizational structure supports the development of the central idea ("In paragraph 1," "In paragraph three," "Later in paragraphs 5-7") and evidence is relevant and consistently supports the central idea. Word choice is purposeful and focuses on Cody's shifting emotional reactions and how they inform his opinions (wonder, worry, anxiety, astonishment). Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 2

This response demonstrates a consistent command of grade-level-appropriate conventions. Although there are some errors in spelling ("begining," "woried," "necetary," "embarassed"), these errors do not impact the clarity of the writing.

Condition Code: Off Topic

During the scoring process, the Automatic Scoring Engine (ASE) assigns a “condition code” to student responses that are determined to be non-scorable by the ASE. The following student responses included language patterns that reflected an off-topic response and received the associated condition code. Responses that do not address the prompt receive a score of zero.

Response 1

mud is not a good place to play on for soccer it is so bab you can get stuc in the mud so that is how mud is bad.

I know how to play in the mud so I to can tell you how mud is not good to play.

It can get your hand mud so you sood not play in mud.

mud is good for plaes like alppas tree so you can eat.

Response 2

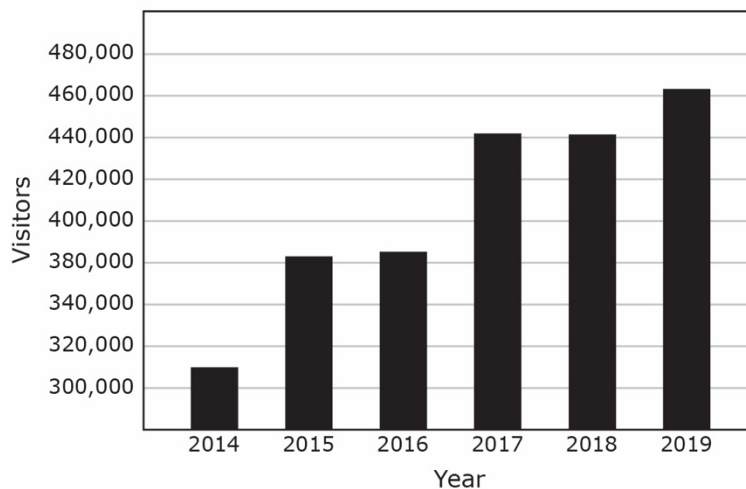
Football practice:when me and my older brother went to football practice we used to always 1v1 eachother he would always win.but one time i won **I** was so happy {it was luck}.and when my mom saw me she put me on a football team the road runners. me and my brother to we played for the same team for a little bit but he was older than me so he was moved into i different age group 10-11u and i was in 9-10u. my first game i was a WIDE RECIEVER literally i was wide the whole time. {wide means nobody was gaurding me and i was open} And to top it off he looked at me WHILE I WAS WIDE OPEN nd he did not pass it to me.I wanted to move teams so bad after he did that i actually thaught he was blind.And that same exatct play where he looked at me and did not pass it to me he threw a interception i was so mad after that game i asked my dad if i could move and i told him what happend and he laughed he said its because he said when they pass it to you in practice you dont catch it.And i said “dad you dont even come to my practice so how would you know if i drop it or catch it” and he said “i know because when you and your brother practice outside you don’t catch the ball. And i said back to him “yea i drop the the ball because i dont have gloves” and my dad said “exactly you need gloves to catcth the ball’ and i said “every wide reciever in the N.F.L wheres glove ” and he told me im right.

Read the selection and choose the best answer to each question.

Parks with a Purpose

- 1 When you visit a park, you may see a playground. There may be a walking path that stretches for miles. Sweet-smelling flowers, giant green bushes, and a crystal-clear pond might be found by the path. If you are quiet, you might hear a group of birds calling each other above you in the sky. But you also might see people: people crowding the paths, people trampling the flowers, and people talking over the sounds of nature. Parks are suffering from overcrowding and we must be willing to spend money to protect parks for the future.
- 2 More and more people are visiting parks each year. For example, Big Bend National Park had 314,102 visitors in 2014. By 2019, the number went up to 463,832 visitors. Sometimes, the government that owns a park might spend money to build things for the people who visit. This can include playgrounds, picnic areas, and gift shops. But crowds at parks can affect the plants and animals that live there. Building things to attract more people can make the problem worse. Instead, governments should spend more money to protect the nature in parks.

Visitors to Big Bend Park
in Texas, 2014–2019



Source: National Park Service

- 3 Protecting the actual parks would be beneficial for both people and wildlife. The trees in parks do not just provide shade on a hot summer day. They also help make clean air. In New York City parks, scientists have recorded that trees have helped remove 1,100 tons of pollutants from the air. Trees are also home to many animals, such as squirrels. Squirrels are tiny animals, but they have a big job. They bury nuts that later grow into more trees.
- 4 The trees themselves also need our help to stay healthy. Unwanted beetles have spread around some parks. These beetles cut off the water supply and food for trees. This could be avoided if governments paid people to take care of parks instead of using money for other things that are not needed.

Grade 4 Reading Language Arts
Constructed-Response Scoring Guide

- 5 Some park rangers say that larger crowds create problems at the parks. People have been ruining the beautiful nature in the parks. There is more wear on busy trails and trash around the parks. Money could be used to fix these problems. This would be better than spending money on things that only benefit people, like additional parking lots.
- 6 Many people argue that things like playgrounds help the community. Kids can play together and get exercise outdoors. However, this is possible without building more things. Children can still run around at parks or make up fun games to play. Others can still relax under trees or in the grass on a nice day. People do not need new construction in order to enjoy parks. We just need the parks to be protected.
- 7 Next time you find yourself in a park, take a minute to look around. Think about what you can do to make a difference. One of the easiest ways is to pick up trash and throw it in a trash can. But even more than individuals, the governments that care for the parks have a responsibility to help them grow and thrive.

Grade 4 Reading Short Constructed Response

Prompt

Read the question carefully. Then enter your answer in the box provided.

What can the reader infer about visiting parks in the future based on the details in paragraphs 1 and 2? Support your answer with evidence from the article.

Item-Specific Rubric

Score: 2

Exemplar:

A complete response will provide one of the following inferences about visiting parks in the future:

- The number of visitors to parks and the problems people cause will continue to grow.
- Visits to parks may become limited in order to protect the natural plants and wildlife.

A complete response will include at least one piece of supporting evidence from the text.

A complete response may include, but is not limited to, the following evidence cited or paraphrased from the text:

- *Parks are suffering from overcrowding and we must be willing to spend money to protect parks for the future.* (paragraph 1)
- *More and more people are visiting parks each year.* (paragraph 2)

Evidence is accurately used to support the response.

The response and the evidence to support it are based on the text.

Score: 1

Partial Credit

A partial response may include one of the answers expected in the complete response. However, the evidence included does not support the answer stated, or no evidence is provided.

A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate inference about visiting parks in the future based on details in paragraphs 1 and 2.

Score: 0

No Credit

- The response is incorrect.
- The response is not based on the text.
- No response is provided.

Sample Student Responses

Score Point 0

Response 1

it infers how the playgroundd looks like andd how ,any people visited .

The writer states that the reader can infer “how the playgroundd looks like andd how ,any people visited.” The writer does not provide an accurate inference about visiting parks in the future based on the details in paragraphs 1 and 2, nor does the writer include relevant text-based evidence.

Response 2

That the parks are peacefull and fun. and you can smell flowers, you can feed ducks, and you can look at some pretty bushes at the park.

The writer states that “parks are peacefull and fun.” The writer does not provide an accurate inference about visiting parks in the future based on the details in paragraphs 1 and 2. The writer provides paraphrased details such as “flowers” and “bushes” from paragraph 1, but this text is not relevant.

Response 3

The reader can conclude that this article is informing us about the parks. “The text says in paragraph 2 its telling us how many people went to the parks from 2014-2019”.

The writer states that “this article is informing us about the parks.” The writer does not provide an accurate inference about visiting parks in the future based on the details in paragraphs 1 and 2. In addition, the writer does not include relevant text-based evidence.

Response 4

In the future there is gonna be alot of good stuff at parks.not only good but fun too,because maybe it’s gonna be bigger,by the years they are going to think that they should change it.

The writer states that “In the future there is gonna be alot of good stuff at parks.” The response is incorrect because it is vague and not supported with evidence from the article.

Score Point 1

Response 1

When you visit a park you may see a playground, more and more people are visiting parks each year.

The writer repeats the first sentence in paragraph 1 (“When you visit a park you may see a playground”). The answer is incorrect because it is not an accurate inference about visiting parks in the future based on details from paragraphs 1 and 2 of the article. However, the writer includes relevant evidence (“more and more people are visiting parks each year”) for partial credit.

Response 2

The reader can infer about visiting parks in the future based on details in paragraphs 1 and 2 because the text said “But crowds at parks can affect the plants and animals that live there.”

The writer repeats the question but does not provide an accurate inference about visiting parks in the future based on the details in paragraphs 1 and 2. While this partial response does not include an accurate inference, it does include relevant text evidence (“But crowds at parks can affect the plants and animals that live there”).

Response 3

The reader can infer that if they visit the park in the future that it will be really overcrowding, and it will also be very loud and there would be a lot of suffering for the parks.

In this partial response, the writer does provide the inference that visiting parks in the future will be “overcrowding” and “there would be a lot of suffering for the parks.” There is no text evidence from the story to support the writer’s inference.

Response 4

I the reader can infer that visiting parks in the future based on the details in paragraphs one and two by, inferring that it could go in two directions. One, the parks will overcrowd, become really bad, and have a lot of dead trees. Two, it will be really happy, healthy, and clean.

The writer provides the inference that “One, the parks will overcrowd, become really bad, and have a lot of dead trees” but does not include relevant text evidence in this partial response.

Score Point 2

Response 1

The reader can infer that visiting parks will have more people. I know this because in paragraph 2 it states, "more and more people are visiting parks each year."

The writer states that the reader can infer that **"visiting parks will have more people."** This response includes relevant text evidence (**"more and more people are visiting parks each year"**).

Response 2

You can infer that the number of visitors will rise in the parks in the near future. This is because it says in paragraph 1-2 that more and more people are visiting National Parks and how much it went up by in the years of another national park.

The writer states that the reader can infer that "the number of visitors will rise in the parks in the near future." This response includes relevant text evidence ("more and more people are visiting National Parks").

Response 3

if the government solves this problem parks won't suffer any more and it won't be over crowded again but if parks stay the same the parks will be over crowded and stuff will be destroyed and parks won't be as safe as it is. on paragraph 2 it says " Big Bend National Park had 314,102 visitors in 2014. By 2019, the number went up to 463,832 visitors" which shows there is a bigger population at the park

The writer states that the reader can infer that "if parks stay the same the parks will be over crowded." This response includes relevant text evidence (" Big Bend National Park had 314,102 visitors in 2014. By 2019, the number went up to 463,832 visitors").

Response 4

What do I infer about visiting parks I infer that there are be more people going to parks because it's important to go outside because you need experience how it is to visit a national park also the numbers are going up over 150,000 from 2014-2019. I know this because the text says " More and more people are visiting parks each year." This proves that national parks are getting more popular."

The writer states that the reader can infer that "there are be more people going to parks" and "parks are getting more popular." This response includes relevant text evidence ("the numbers are going up over 150,000 from 2014-2019"; " More and more people are visiting parks each year").

Grade 4 Writing Short Constructed Response

Grade 4 Writing Short Constructed Response

Passage: "Marvelous Marfa"

Original Paragraph:

(29) Many artists soon followed Judd to Marfa. (30) Their presence led to more museums and to more galleries and to more festivals. (31) Today, art lovers come to Marfa from all over the world. (32) They are excited to view the interesting art that is found there.

Prompt

Words are repeated in sentence 30. In the space provided, rewrite sentence 30 in a clear and effective way.

Item-Specific Rubric

Score: 1

The response is a complete sentence that expresses the ideas in a clear and effective way.

Score: 0

The response is not a complete sentence or does not express the ideas in a clear and effective way.

Sample Student Responses

Score Point 0

Response 1

Their presence led to more museums,galleries and to more festables.

The response does not express the ideas in a clear and effective way. By stating “more museums,galleries and to more festables,” the writer fails to correct the error. The presence of two repeated words (“more”) does not correct the response.

Response 2

Museums,galleries,and festivals led to their presence.

The response does not express the original idea, because the meaning is changed with the reversed sequence of ideas. The writer states that the items in the series “led to their presence,” which does not maintain the original meaning.

Response 3

Presence led their to be more museums, galleries,and festivals.

The response does not express the ideas in a clear and effective way, because the writer uses poorly structured language, which causes confusion. The sentence starts with “Presence” instead of “Their presence,” which does not clarify the subject and clouds meaning.

Response 4

Their presence to more museus ,gallries ,and festival's

The response does not express the ideas in a clear and effective way, because the writer leaves out the main verb (action). The writer creates an incomplete sentence.

Score Point 1

Response 1

their presence led to more museums galleries and even festivals

The response is a complete sentence that expresses the ideas in a clear and effective way. The writer concisely corrects the sentence errors by removing the repeated “to more.” The introduced errors (lack of capitalization and punctuation) do not affect the score.

Response 2

People’s appearance led to more buildings being built like museums, art galleries, and festivals to entertain people.

The response is a complete sentence that expresses the ideas in a clear and effective way. The writer effectively revises the repeated details (“to more”) while adding context with words such as “People’s appearance” and “to entertain people.” These additions do not distort the meaning of the original sentence.

Response 3

Their presence led to more museums, galleries and festivals.

The response is a complete sentence that expresses the ideas in a clear and effective way. The writer corrects the errors of the sentence appropriately by removing the repeated “to more.” The omission of an optional comma in a list in the sentence does not affect the score of this revising task.

Response 4

Their presence lead to more museams aswell as several new galleries and festivals.

The response is a complete sentence that expresses the ideas in a clear and effective way. By removing the repeated phrase (“to more”) and adding “aswell as several new,” the writer constructs an appropriate revision while retaining meaning. The combination of the series is an uncommon but reasonable approach. Introduced spelling errors do not affect the score.