



State of Texas Assessments of Academic Readiness

# **Grade 5 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<sup>®</sup>) 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 5 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.

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**Grade 5 Reading  
Passage with Extended  
Constructed Response and  
Short Constructed Response**

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

*The rabbit El-ahrairah is on a journey to find a solution to protect his home from a fox.*

***from Tales from Watership Down***  
*by Richard Adams*

- 1 They say that after that El-ahrairah wandered far and wide, and everywhere he went he gave the animals and birds good advice and help. He met mice and water rats and even an otter, which did him no harm; yet he seemed no nearer to what he was seeking.
- 2 At last, one day, he came to a great expanse of common land, and at last, tired out, lay down in a sunny place.
- 3 As he lay dozing, he felt the presence of some creature close by and opened his eyes, to see a snake watching him. He was not afraid of a snake, of course, and he greeted it and waited to hear what it would say.
- 4 "Cold!" said the snake at last. "How cold it is!"
- 5 It was a warm, sunny day, and El-ahrairah himself felt almost too snug in his fur. Rather gingerly, he put out one paw and touched the snake on its green length. It was indeed cold to the touch. He pondered on this but could think of no explanation.
- 6 They lay together on the grass for a long time, until at last El-ahrairah became aware of something which he had not noticed before.
- 7 "Your blood is not like ours," he said to the snake. "You have no pulse, have you?"
- 8 "What is a pulse?"
- 9 "Feel mine," said El-ahrairah.
- 10 The snake pressed closer and could feel El-ahrairah's pulse beating.
- 11 "That is the reason you are cold," said El-ahrairah. "Your blood is cold. Snake, you need to bask in the sun as much as you can. When you can't, you will feel sleepy. But when you can, it will warm your blood and make you lively. That's the answer to your problem—sunshine."
- 12 They lay in the sun for several hours more, until the snake began to feel active and ready to hunt for food.
- 13 "You are a good friend, El-ahrairah," said the snake. "I have heard of the many creatures you have helped with your good advice. I will give you a gift. I will give you the hypnotic power of the snake that is in my eyes. But whatever you use it for, use it quickly, for it will not last. Now stare at me!"
- 14 El-ahrairah looked steadily into the snake's eyes and felt his willpower dissolve and even his power to move. At length the snake removed its gaze. "That's right," it said. So El-ahrairah got up and bade it farewell.

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15 Now he began his journey back to his home warren.<sup>1</sup> It was a long way, and it was not until the following evening that he found himself approaching the place.

16 Now, the story tells that across El-ahrairah's way there ran a brook and that the brook was crossed by a little bridge. And here, on the bridge, El-ahrairah paused to wait, for he knew in his heart what would happen.

17 Presently, out of the woods above him, came the fox. El-ahrairah saw it coming, and his heart misgave him, yet he remained where he was on the bridge until the fox actually lay down beside him, licking its lips.

18 "A rabbit!" said the fox. "Upon my life, a plump, fresh rabbit. What luck!"

19 So then El-ahrairah said to the fox, "I can tell your fortune in the water."

20 "Ah ha!" said the fox. "Tell my fortune in the water, eh? And what do you see in the water, my friend? Fat rabbits running on the grass, yes, yes?"

21 "No," said El-ahrairah. "It is not fat rabbits that I see, but swift hounds on the scent and my enemy flying for his life."

22 And with this he turned and looked the fox full in the eyes. The fox stared back at him, and he knew that it could not avert<sup>2</sup> its gaze. It seemed to shrink and dwindle before him.

23 "Go," whispered El-ahrairah to the fox. "Go, and never return!"

24 El-ahrairah, exhausted by the terrible encounter, turned and made his way home to his warren, where all were overjoyed to see him. The fox and its mate disappeared from the neighborhood. They must have told their story, for no other foxes took their place, and the warren had peace; as we do now.

<sup>1</sup>A warren is a burrow habitat for rabbits.

<sup>2</sup>To avert one's gaze is to look away.

From "The Fox in the Water" by Richard Adams from TALES FROM WATERSHIP DOWN by Richard Adams, Paragon. © 1998.

## Grade 5 Reading Extended Constructed Response

### Prompt

Read the selection from *Tales from Watership Down*. Based on the information in the selection, write a response to the following:

Explain how El-ahrairah’s kindness helps him throughout the selection.

Write a well-organized informational composition that uses specific evidence from the selection 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 5 Reading Passage with Extended Constructed Response

### Informational Writing Rubric

Score Point	Organization and Development of Ideas
3	<ul style="list-style-type: none"><li>• <b>Central idea is clear and fully developed</b> The central idea is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow.</li><li>• <b>Organization is effective</b> 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.</li><li>• <b>Evidence is specific, well chosen, and relevant</b> 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.</li><li>• <b>Expression of ideas is clear and effective</b> 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.</li></ul>
2	<ul style="list-style-type: none"><li>• <b>Central idea is present and partially developed</b> 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.</li><li>• <b>Organization is limited</b> 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.</li><li>• <b>Evidence is limited and may include some irrelevant information</b> 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.</li><li>• <b>Expression of ideas is basic</b> 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.</li></ul>

<p><b>1</b></p>	<ul style="list-style-type: none"> <li>• <b>Central idea is evident but not developed</b>            A central idea is present but not developed appropriately in response to the writing task.</li> <li>• <b>Organization is minimal and/or weak</b>            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.</li> <li>• <b>Evidence is insufficient and/or mostly irrelevant</b>            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.</li> <li>• <b>Expression of ideas is ineffective</b>            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.</li> </ul>
<p><b>0</b></p>	<ul style="list-style-type: none"> <li>• A central idea may be evident.</li> <li>• The response lacks an introduction and conclusion. An organizational structure is not evident.</li> <li>• Evidence is not provided or is irrelevant.            The response reflects a lack of understanding of the writing purpose.</li> <li>• The expression of ideas is unclear and/or incoherent.</li> </ul> <p><b><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></b></p>
<p><b>Score Point</b></p>	<p><b>Conventions</b></p>
<p><b>2</b></p>	<p>Student writing demonstrates <b>consistent command</b> of grade-level-appropriate conventions, including correct:</p> <ul style="list-style-type: none"> <li>• sentence construction</li> <li>• punctuation</li> <li>• capitalization</li> <li>• grammar</li> <li>• spelling</li> </ul> <p>The response has few errors, but those errors do not impact the clarity of the writing.</p>



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

El-ahrairahs' kindness helps the animals by giving them advice helped them. But then El-ahrairah lays' down on a sunny spot and closed his eyes but he felt something close by him. It was a snake, and the snake said he's cold so El-ahrairah tells the snake something that the sanke didn't have. The snake didn't have a pulse so El-ahrairah tells the snake to lay down beside him, and El-ahrairah tells him that when you feel sleepy that' when your warm.

Next, El-ahrairah want to return to the warren, but he runs to a bridge and feels something by him. It was a fox, but the fox wanted a rabbit to eat so the fox goes over to El-ahrairah because El-ahrairah tells' the fox that he will tell his fortune. But when El-ahrairah sees' the foxs' future he sees' something bad so he tells the fox to leave and to never come back. I suppose there was rabbits in the warren so El-ahrairah propobaly wanted to protect them so I think El-ahrairah was helping the rabbits.

#### **Organization and Development of Ideas: 0**

A central idea is not evident in this response. An appropriate organizational structure is not evident as the response is mainly a summary. Most details are irrelevant since they do not develop the idea of how El-ahrairah's kindness helped him throughout the selection. The expression of ideas is unclear and sometimes incoherent ("El-ahrairah tells him that when you feel sleepy that' when your warm"). 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**

His kindness helps him through this selection because many people like kind animals and they have a lot of respect for him.

**Organization and Development of Ideas: 0**

The writer attempts to provide a central idea, but it does not state how El-ahrairah’s kindness helps him throughout the selection (“His kindness helps him through this selection because many people like kind animals”). An organizational structure is not evident in this single-sentence response. The paraphrased text evidence is insufficient (“they have a lot of respect for him”) because the writer does not explain or support how El-ahrairah’s kindness helps him throughout the selection. In addition, the expression of ideas is vague and unclear. 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.

## Score Point 1

### Response 1

El-ahraihkindness helps him throughout the story by geting hypnotic powers everybody knows him by what he has done like gave good advice to other animals and using his hypnotic powers to tell the fox to go away.

### **Organization and Development of Ideas: 1**

In this response, the writer provides the central idea that “El-ahraihkindness helps him throughout the story by geting hypnotic powers.” The writer does not include an introduction or a conclusion, and an organizational structure that supports logical development is weak because there is no explanation provided for the ideas presented. The paraphrased text-based evidence is insufficient (“everybody knows him by what he has done like gave good advice to other animals and using his hypnotic powers to tell the fox to go away”) because it does not explain how El-ahrairah obtained his hypnotic powers. Additionally, the writer’s word choice is limited (“knows him by what he has done”; “gave good advice”), resulting in expression of ideas that is ineffective. The response reflects a limited understanding of the writing purpose.

### **Conventions: 0**

The writer demonstrates little to no command of grade-level-appropriate conventions, including errors in sentence construction with a run-on sentence (“by geting hypnotic powers everybody knows him by what he has done”), a grammatical error (“like gave good advice” instead of “like giving good advice”), a spelling error (“geting”), and missing commas. These errors impact the clarity of the writing and the reader’s understanding of the writing.

**Response 2**

El ahrairah kind ness helps him by not getting hurt because he gives animals edvice and when he came across the snake he could of got bitten but his kindness helped him and he helped all the animals that where in his path to his house also sense he was nice the snake gave him powers so when he got to the warren there where rabbits and there was a fox so he old the fox to go and the warren is now in peace "el ahrairah exhausted by the terrible encounter turned and made his way home to his warren"

**Organization and Development of Ideas: 1**

A central idea is evident but not developed ("his kindness helped him and he helped all the animals that where in his path to his house"). The organizational structure is weak ("he gives animals edvice and when he came across the snake he could of got bitten"). The evidence presented is insufficient ("sense he was nice the snake gave him powers . . . when he got to the warren . . . there was a fox so he old the fox to go") because the writer does not explain how El-ahrairah showed his kindness throughout the selection, and the final quoted evidence from the text ("el ahrairah exhausted by the terrible encounter turned and made his way home to his warren") is not relevant to supporting the central idea. The expression of ideas is ineffective, and the word choice is limited ("helps him by not getting hurt"). The response reflects a limited understanding of the writing purpose.

**Conventions: 0**

The writer demonstrates little to no command of grade-level-appropriate conventions. The writing consists of a single run-on sentence that includes missing commas and missing capitalization ("el ahrairah"), punctuation errors ("El ahrairah kind ness"), and spelling errors ("edvice," "terible," "where" instead of "were," "sense" instead of "since"). These errors impact the clarity of the writing and the reader's understanding of the writing.

## Score Point 2

### **Response 1**

El-ahrairah’s kindness helps him because if he wasn’t kind to the snake then the snake would have never given him his hypnotic power and El-ahrairah would have never been able to make the fox leave the warren.

### **Organization and Development of Ideas: 1**

The writer provides the central idea that “El-ahrairah’s kindness helps him because if he wasn’t kind to the snake then the snake would have never given him his hypnotic power.” However, this idea is not developed effectively in response to the writing task. The response lacks an introduction and conclusion, and an organizational structure that supports logical development is weak because there is no explanation provided for the ideas the writer presents. The paraphrased text-based evidence (“El-ahrairah would have never been able to make the fox leave the warren”) is insufficient since the writer does not explain the events that are presented in the selection, resulting in an expression of ideas that remains ineffective without further explanation. Overall, the response reflects a limited understanding of the writing purpose.

### **Conventions: 1**

The writer demonstrates an inconsistent command of grade-level-appropriate conventions in this single-sentence response. This brief response is missing two required commas for sentence construction, but the reader can understand the writer’s thoughts.

**Response 2**

i think that the rabit kindness help threw out the story because the rabbit was helping the snake get sun and when he did the snake felt warm again the snake gave him powers whle the rabbit left the snake the fox came the fox wanted to eat the rabbit the rabbit used the power the snake gave him and now the fox ran away it helped because without the powers i think the bunny would be ded by now.

**Organization and Development of Ideas: 2**

The writer presents the central idea in the first sentence (“i think that the rabit kindness help threw out the story because the rabbit was helping the snake get sun and when he did the snake felt warm again the snake gave him powers”). An introductory sentence limited to the central idea and a conclusion (“without the powers i think the bunny would be ded by now”) are evident. The organizational structure provides limited support for logical development, as the writer includes some information and paraphrased text-based evidence to insufficiently explain how El-ahrairah’s kindness helps him throughout the selection (“whle the rabbit left the snake the fox came the fox wanted to eat the rabbit the rabbit used the power the snake gave him and now the fox ran away”). In addition, the expression of ideas is basic, and the writer’s word choice is somewhat general and imprecise (“the rabbit was helping the snake get sun”; “the snake gave him powers”; “the fox wanted to eat the rabbit the rabbit used the power”; “now the fox ran away”). The response reflects a partial understanding of the writing purpose.

**Conventions: 0**

The writer demonstrates little to no command of grade-level-appropriate conventions. There are many errors, including several in sentence construction as the response is one long run-on sentence. In addition, errors in capitalization, spelling (“rabit,” “whle,” “ded”), and grammar usage (“the fox came the fox wanted”) are present. The response has many errors that impact the clarity of the writing and the reader’s understanding of the writing.

## Score Point 3

### Response 1

El-ahrairah’s kindness helps him through his journey. The reason why is because in the story, the snake gives El-ahrairah the hypnotic power of the snake in return for being kind. El-ahrairah is kind to a lot of animals. El-ahrairah’s kindness is helping him. A lot of animals like him, and he likes animals! To conclude my response, El-ahrairah’s kindness is making all the animals like him, because he treated creatures the way he wanted to be treated.

### **Organization and Development of Ideas: 1**

A central idea is evident but not developed by the writer (“El-ahrairah’s kindness helps him through his journey”). Although the central idea serves as a brief introduction and the writer includes a conclusion (“To conclude my response, . . . he treated creatures the way he wanted to be treated”), the organizational structure is minimal and does not always support logical development of the central idea (“El-ahrairah’s kindness is helping him. A lot of animals like him, and he likes animals”; “El-ahrairah’s kindness is making all the animals like him, because he treated creatures the way he wanted to be treated”). The evidence presented is insufficient (“the snake gives El-ahrairah the hypnotic power of the snake in return for being kind”) because the writer does not explain how El-ahrairah showed his kindness and benefited throughout the selection. The expression of ideas is ineffective and word choice is limited (“El-ahrairah’s kindness is helping him. A lot of animals like him, and he likes animals”), which impedes the clarity of the response. The response reflects a limited understanding of the writing purpose.

### **Conventions: 2**

The writer demonstrates a consistent command of grade-level-appropriate conventions, including appropriate use of capitalization and grammar. Although there are a few errors, including spelling (“creatures”), these errors do not impact the clarity of the writing.



## **Response 2**

*El-ahrairah cares for people and other animals just like he does for himself and gives animals kind advices. The chariters are happy with the advices at the end and apresheates what advice's El- Ahrairah gave them. And if he never been kind and helped the snake, the snake would of never game him the power. The power is needed to defete the fox, or maybe convince the fox that he will be chaced by hounds.*

### **Organization and Development of Ideas: 2**

The writer presents the central idea in the third sentence (“*if he never been kind and helped the snake, the snake would of never game him the power*”) although it is not fully developed. The response contains an introduction (“*El-ahrairah cares for people and other animals just like he does for himself and gives animals kind advices*”) and a conclusion (“*The power is needed to defete the fox, or maybe convince the fox that he will be chaced by hounds*”), but the organization is limited as the writer moves abruptly from one idea to the next (“*El-ahrairah cares for people and other animals just like he does for himself and gives animals kind advices. The chariters are happy with the advices at the end and apresheates what advice's El- Ahrairah gave them*”) without clearly connecting to the central idea. The evidence provided by the writer is paraphrased but insufficiently explained. In addition, the expression of ideas is basic, with word choice that is imprecise and sentences and phrases that are, at times, ineffective (“*El-ahrairah cares for people and other animals just like he does for himself and gives animals kind advices*”). Overall, this response reflects a partial understanding of the writing purpose.

### **Conventions: 1**

The writer demonstrates inconsistent command of grade-level-appropriate conventions. The response contains spelling errors (“*chariters,*” “*apresheates,*” “*game*” instead of “*gave,*” “*defete,*” “*chaced*”), and grammatical errors (“*if he never been kind*”). Despite these errors, the reader can understand the writer’s thoughts.

### **Response 3**

El-ahrairah kindness helped him because frist he helped some birds and other animals and on a warm and sunny day he helped a snake get warm senc the snake was cold so the they sat in the sun until the snake was warm and the snake thanked him dy giving him hypnotic powers and on his way home he when on a brige that was over a brook and he know what was going to happen next a fox popped out of the woods and sayed how tasty the bunny looked wich was El-ahrairah and then the bunny sayed that he could see his fortune in the water the bunny said "I see swift hounds on the scent and my enemy flying for his life "then they looked at each other and the fox ran away.

In conclueion the buunny's kindness helped him because he hepled a snke wich gave him powers and the he used the powers to get read of the fox.

### **Organization and Development of Ideas: 3**

A clear central idea is provided by the writer in the conclusion of the response ("the buunny's kindness helped him because he hepled a snke wich gave him powers and the he used the powers to get read of the fox"), and this idea is fully developed. A purposeful organizational structure is evident, as the writer also provides an effective introduction ("El-ahrairah kindness helped him because frist he helped some birds and other animals") and includes sentences and ideas that are logically connected in purposeful ways to support the central idea using quoted and paraphrased text evidence that focuses on how the rabbit's kindness helps him and how he uses his powers. Evidence to support the central idea is clear ("he helped a snake get warm senc the snake was cold so the they sat in the sun until the snake was warm and the snake thanked him dy giving him hypnotic powers . . . on his way home . . . a fox popped out of the woods . . . the bunny sayed that he could see his fortune in the water . . . 'I see swift hounds on the scent and my enemy flying for his life 'then they looked at each other and the fox ran away") and consistently supports and develops the central idea. The expression of ideas is effective and includes phrases that convey the writer's ideas and contribute to the overall quality of the response. The response reflects a thorough understanding of the writing purpose.

### **Conventions: 0**

The writer demonstrates little to no command of grade-level-appropriate conventions. Errors in sentence structure, including an extended run-on sentence, multiple spelling errors ("senc," "dy," "wich," "conclueion," "useed"), grammatical errors ("the they," "how tasty the bunny looked wich was," "sayed," "the he"), and errors with apostrophes/possessives ("El-ahrairah kindness") occur throughout the response, and these errors impact the clarity of the writing and the reader's understanding of the writing.

## Score Point 4

### Response 1

I claim that El-ahrairah's kindness helps him throughout the selection by him receiving kindness back. I noticed that when he helps the snake , the snake says "You are a good friend , El-ahrairah," that is his reason for giving him his powers. My claim is valid because in paragraph 13 the snake says "I have heard of the many creatures you have helped with your good advice . I will give you the hypnotic power of the snake's eyes. But whatever you use it for , use it quickly ' for it will not last."

### **Organization and Development of Ideas: 2**

The writer provides the central idea that "El-ahrairah's kindness helps him throughout the selection by him receiving kindness back," but this idea is not fully developed. The introduction is limited to only the central idea, and a conclusion is not evident. Although text-based evidence is included ("I noticed that when he helps the snake , the snake says 'You are a good friend , El-ahrairah,' that is his reason for giving him his powers. My claim is valid because in paragraph 13 the snake says 'I have heard of the many creatures you have helped with your good advice . I will give you the hypnotic power of the snake's eyes. But whatever you use it for , use it quickly ' for it will not last"), the writer does not explain how the power is used by El-ahrairah. In addition, the expression of ideas is mostly basic ("I claim that El-ahrairah's kindness helps him"; "I noticed that when he helps the snake , the snake says"; "My claim is valid because"). Overall, the response reflects partial understanding of the writing purpose.

### **Conventions: 2**

In this response, the writer demonstrates consistent command of grade-level-appropriate conventions. Although there is a minor error in sentence construction and some misspellings, these few errors do not impact the clarity of the writing.

## **Response 2**

In this the pasage "from tales watership down" el-ahairah's kindnes pays off.his act of kindness ends up saving his life.He is a wise and kind rabbit wandiring around meeting many creatures along the way.in this pasagh it will state why el-ahairah kindness helps him in the story.

El-ahairah is wandering around when he stops in a big pice of land and lays down.he finds a snake that says its cold.el-ahairah is wise and says its because it cold blooded and after a lon bask in the sun the snake feels warm and energetic and thanks el-ahairah.The snake tells him to look in his eyes to give him hypotic power so that el-aharah could use as soon as he could because it doesent last. el-ahairah says goodbye to the snake and countinues his journey.

Now el-ahairah has power and is on his journey when he stops on a brighe as fox aprouch him.the fox licks his lips at him because he eats rabbits and gets en apititight.El-ahairiah uses his power and gazez into the water and sees swift hond snifing for an enimy that is running for its life.El-ahairah wispers to the fox to "go and never ruturen!"El-ahairah was exhausted and left to go home.The fox and his friends vanishes from the nieberhood.

In conclusion El-ahairah kindness safed his life because he would have never gotten the power from the snake if it werent for his act of kindness.this story gives a great moral that kindness pays off.el-aharah is a wise and kind rabbit,he is brave and loyal to the animals.kindness is great and powerful and might safe you one day.

### **Organization and Development of Ideas: 3**

In the conclusion of the response the student provides a clear central idea ("El-ahairah kindness safed his life because he would have never gotten the power from the snake if it werent for his act of kindness"), and this idea is fully developed. A purposeful organizational structure is evident, as the writer provides an effective introduction ("In this the pasage 'from tales watership down' el-ahairah's kindnes pays off.his act of kindness ends up saving his life.He is a wise and kind rabbit wandiring around meeting many creatures along the way") and a purposeful conclusion ("this story gives a great moral that kindness pays off.el-aharah is a wise and kind rabbit,he is brave and loyal to the animals.kindness is great and powerful and might safe you one day"). The writer uses body paragraphs and transitional words ("Now el-ahairah has power," "In conclusion") to logically connect ideas and create an organizational structure that effectively supports the development of the central idea. The writer also provides relevant paraphrased text-based evidence ("El-ahairah is wandering around when he stops in a big pice of land and lays down.he finds a snake that says its cold.el-ahairah is wise and says its because it cold blooded"; "The snake . . . give him hypotic power"; "as fox aprouch him.the fox licks his lips . . . gets en apititight.El-ahairiah uses his power and gazez into the water and sees swift hond snifing for an enimy that is running for its life.El-ahairah wispers to the fox to 'go and never ruturen!'"). The expression of ideas is clear and effective because the writer's word choice is specific, purposeful, and allows the reader to easily visualize what the writer is saying ("kindness pays off," "gets en apititight," "kindness is great and powerful and might safe you one day"). Overall, this response reflects a thorough understanding of the writing purpose.

**Conventions: 1**

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. There are errors in spelling (“kindnes,” “rabit,” “wandiring,” “pasagh,” “pice,” “lon,” “countinues,” “brighe,” “aprouch,” “apititight,” “gazez,” “hond,” “snifing,” “enimy,” “wispers,” “exhausted,” “nieberhood,” “safed,” “goten”), grammar (“his friends vanishes”), missing apostrophes (“its,” “doesent,” “werent,” “El-ahairah kindness”), missing capitalization at the beginning of some sentences as well as with some proper nouns (“watership down,” “el-ahairah”), and a missing comma (“In conclusion”). The response has several errors, but the reader can understand the writer’s thoughts.

## Score Point 5

### Response 1

El-ahrairah's kindness helped him in the the story by eventually, leeding him to hypnotize the fox to bannish him far from the warren. If El-ahrairah didn't show any kindness, then El-ahrairah and the rabbits in his warren would've still been in danger.

El-ahrairah was willing to help out all the animals he came across, and ended up helping a snake by telling him that by laying in the sun, he can regain energy or even produce energy by doing so. In return, the snake temporarily gave El-ahrairah hypnotic powers. In the text it says: "El-ahrairah looked steadily into the snake's eyes and felt his willpower dissolve and even his power to move." This proves that the snake gave El-ahrairah the hypnotic powers to use to fend off the fox."

El-ahrairah then encounters the fox and is calm about it. El-ahrairah stares the fox straight into the eyes and tells it to go and never return. The text says: " And with this he turned and looked the fox full in the eyes. The fox stared back at him. It seemed it seemed to shrink and dwindle before him. Go, whispered El-ahrairah to the fox. Go, and never return!" This proves that El-ahrairah truly did hypnotize the fox and saved him and the rest of the rabbits in his warren. If El-ahrairah never was kind to all the animals he came across, then he and all the other rabbits would of been toast.

### **Organization and Development of Ideas: 3**

The writer provides the clear central idea that "El-ahrairah's kindness helped him in the the story by eventually, leeding him to hypnotize the fox to bannish him far from the warren." An effective introduction and a conclusion ("If El-ahrairah never was kind to all the animals he came across, then he and all the other rabbits would of been toast") are evident. The writer uses various transitions ("If El-ahrairah," "In return," "This proves," "then," "It seemed") to develop an organizational structure that effectively supports the central idea. The writer provides relevant quoted and paraphrased text-based evidence to support how El-ahrairah's kindness helps him throughout the selection ("helping a snake by telling him that by laying in the sun, he can regain energy . . . the snake temporarily gave El-ahrairah hypnotic powers . . . 'looked steadily into the snake's eyes and felt his willpower dissolve' . . . encounters the fox . . . stares the fox straight into the eyes and tells it to go and never return . . . 'Go, whispered El-ahrairah to the fox. Go, and never return!'") that is clearly explained. The expression of ideas is clear and effective ("bannish him," "regain energy," "encounters the fox," "would of been toast"). Overall, this response reflects a thorough understanding of the writing purpose.

### **Conventions: 2**

The writer demonstrates a consistent command of grade-level-appropriate conventions. Although there are a few errors, including spelling ("leeding," "bannish"), and other minor errors ("It seemed it seemed," "would of been toast" versus "would have been toast"), these few errors do not impact the clarity of the writing.

## **Response 2**

El-ahrairah's kindness helps him throughout the story by saving him and possibly the whole warren. It first starts off when El-ahrairah is tired and lays down in the grass in a sunny place. Then when he was dozing off, he felt a presence of a creature near by. When he opened his eyes, he saw a snake (he was not afraid). Then the snake said "Cold!" then "How cold it is!" El-ahrairah wanted to help the snake so he pondered but could not think of why the snake was cold. Then it hit him. He said "Your blood is not like ours,". He understood that the snake was cold blooded. "Snake, you need to bask in the sun as much as you can.". He found the answer! So the snake stayed on the ground (laying down) waiting to bask in the Sun. Once the snake felt active and ready to hunt, it was grateful. Then it gave El-ahrairah hypnotic powers. This part were El-ahrairah is kind is important because it effects the ending. Once he (El-ahrairah) was done with that, he made his way to the warren. Then, along, the path, he met a fox. El-ahrairah knew he might have use his powers. Tha fox was excited to see a "yummy" rabbit. So El-ahrairah was going to trick the fox. He faked that he can tell the future in water. He said (well, in a more simpler way is mine) that he sees the fox running away. Then he looked at the fox using his powers, than said "Go, and never return!". Then the fox went away and never came back. Not even other foxes came. El-ahrairah's kindness helped him by possibly saving him self and the warren. Kindness can help you and repay you back. That is how El-ahrairah's kindness helped him throughout the story.

### **Organization and Development of Ideas: 3**

The writer presents the clear central idea that "El-ahrairah's kindness helps him throughout the story by saving him and possibly the whole warren." Although the introduction is limited to only the central idea, the writer includes an effective conclusion ("Kindness can help you and repay you back. That is how El-ahrairah's kindness helped him throughout the story"). The writer uses various transitions ("It first starts," "Then when," "Then the snake," "Then it gave," "Once he") to strongly connect sentences and support an effective organizational structure. The writer provides relevant paraphrased text-based evidence ("El-ahrairah is tired and lays down in the grass in a sunny place. . . . dozing off, he felt a presence of a creature near by. . . . he saw a snake"; "Then the snake said 'Cold!' . . . El-ahrairah wanted to help the snake"; "it gave El-ahrairah hypnotic powers"; "he looked at the fox using his powers, than said 'Go, and never return!'"). The expression of ideas is clear and effective ("yummy" rabbit," "He faked that he can tell the future," "Kindness can help you and repay you back"). Overall, this response reflects a thorough understanding of the writing purpose.

### **Conventions: 2**

The writer demonstrates a consistent command of grade-level-appropriate conventions. There are a few errors, including grammar ("than said"), spelling ("hypnotic," "Tha," "effects [affects] the ending"), but these few 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**

1. awalys be ready and wene you are done with that work you are downg make sure that you do not forget how to make sure you are not missing one of the quston and make sure that you are not missing somthing and just douboll chek that you know that your questong is right and not wrong

#### **Response 2**

I have fun with my family and my two dog I feed my dogs I give them water and food whatthey like they like to sleep and play ball laydown.

Me and my sister we watch a movie, But a new movie is WISH with has star and people what they wish for your heart they can sing a song and the heart tells you are a star.

Me I like to draw and treast to coloring like how to train your dragon, and my little pony, but my siste she want me to play with her with our lol omg there dolls with mom lol and childer lol too I have so fun with my sister.

My sister and I will play our dad tv with frog game we have to put frog in the pond it was fun, but it heard to get the the pond, but itdid not wroke so good we didn't now what will happend so we play are and to watch the movie coloring paper and when it is night time we clean our stuff with right way wear it at we broush our teeth then we go to our bed and we put on our blacit.

I feed the with water and my dad get the foods to the dogs and my mom will get the breackfirst to eat like fruit loops with seweyoll it has prettey rainbow colors when we finish me and my sister we go play with are toys I color with treast and draw if mr cheely print something what me and my sister too.



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

### **Fashion Forward**

- 1 Traditional fabrics come from natural sources. Cotton comes from plants, for example. Wool comes from animals. But by the twentieth century, scientists found ways to create plastic fibers. We use fabrics made from them, such as polyester, nylon, and spandex, every day. Plastic fibers are strong and stretchy. Their fabrics do not wrinkle easily and are less likely to tear. People love how durable these clothes are.
- 2 But plastic-based clothing can be *too* strong. These fabrics take a very long time to biodegrade, or fall apart. That means that a lot of old T-shirts and sweatpants just sit in our landfills. To solve this problem, fashion designers have started using new materials to make clothing. These fabrics can be the best of both worlds. Like traditional fabrics, they can be biodegradable and break down in the earth when thrown away. Yet they can still be strong like plastic-based fabrics. More designers need to start using fabrics like these. The fibers they are made from are not only safe for the planet but also great for making interesting, beautiful clothing.
- 3 Biodegradable fibers do not just break down in a landfill—they do it quickly. Fibers made from kelp, a kind of seaweed, can break down even faster than cotton can. Kelp fiber was created by a team of professors and students at the Fashion Institute of Technology. The team first extracts algae from the kelp. Then they turn the algae into a gel. Finally, they transform the gel into a fiber that can be spun into a yarn. You can knit that yarn into clothes. When one of the team members spoke about this process to the public, she was wearing a kelp-fiber tank top.
- 4 Since these fibers are usually made from natural materials, they take less energy to produce. Kelp, for instance, grows with sunlight. It is one of the fastest-growing living things on Earth. Kelp grows up to two feet in a single day. Humans do not need a factory to create this resource, so it does not pollute the air. Nature does the work for us.
- 5 In addition, biodegradable fibers can be turned into stylish clothing. This has the added benefit of opening up new frontiers for fashion designers. It is often hard for designers to come up with shapes and styles that have not been made already. But a new kind of fabric can bring something fresh to their work. One designer recently made a gold-colored dress from biodegradable Microsilks. The material is made from water, yeast, sugar, and spider DNA. It moves like silk but is actually stronger. It's a revolutionary idea.
- 6 Though such fibers can make Earth-safe, stunning dresses, they are not perfect. Most are still not as durable as plastic-based materials. Durability and quality are why people like plastic fibers in the first place. A shopper might not buy a biodegradable shirt unless it is as affordable, easy to wear, and long-lasting as a nylon one. But with further research and collaboration with scientists, designers can improve the quality of such clothes. Then, we can all start to wear the fashion of the future.

*Third party trademark Microsilks™ was used in these testing materials.*

## **Grade 5 Reading Short Constructed Response**

### **Prompt**

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

What is the main claim the author makes in the selection? Support your answer with evidence from the selection.

## Item-Specific Rubric

### Score: 2

Exemplar:

A complete response will provide one of the following explanations about the author's main claim in the selection:

- The author's main claim is that more designers should use new biodegradable fibers to make clothing.
- The author's main claim is that new biodegradable fibers could be better options than other fibers.

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:

- *More designers need to start using fabrics like these.* (paragraph 2)
- *The fibers they are made from are not only safe for the planet but also great for making interesting, beautiful clothing.* (paragraph 2)
- *But with further research and collaboration with scientists, designers can improve the quality of such clothes.* (paragraph 6)

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 answer about the author's main claim in the selection.

### 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

The main claim in the text is, Traditional fabrics come from natural sources. I know this because it says in paragraph 1 it says, we use fabrics made from them, such as polyester, nylon, and spandex, every day.

The writer provides the incorrect main claim that “Traditional fabrics come from natural sources.” The writer provides evidence (“we use fabrics made from them, such as polyester, nylon, and spandex, every day”) that cannot be used to support an accurate claim.

#### Response 2

the strong fabrics are dangeris to earth

In this response, the writer presents a main claim that is too vague to receive credit (“the strong fabrics are dangeris to earth”), and no evidence is included from the passage to support the claim.

#### Response 3

The authors mian claim is to tell us the differance between cotton and fiber.

The writer provides an inaccurate main claim (“The authors mian claim is to tell us the differance between cotton and fiber”), and no supporting details from the selection are provided as evidence.

#### Response 4

that fibers can make the earth safe and that it can be really helpful in the future

In this response the writer states the main claim that “fibers can make the earth safe,” but this claim is vague, and the additional information (“it can be really helpful in the future”) is not sufficiently relevant to support the claim.

## Score Point 1

### **Response 1**

The main claim the author makes in the selection is they want us to use biodegradable fibers more because it is better for the environment.

The writer provides an accurate main claim (“they want us to use biodegradable fibers more because it is better for the environment”). Although the second part of the claim begins with a supporting thought, this thought is not sufficiently developed as evidence to achieve full credit. As such, this response receives partial credit for the accurate claim only.

### **Response 2**

What the author's claim is that it tells me where fabrics came from natural sources. Cotton come from plants for an example wool comes from sheep. Fabrics are made from kelp and seaweed. Kelp fabrics are called kelp-fiber. Humans do not need a factory as it pollutes the air.

The writer provides a claim (“it tells me where fabrics came from natural sources”) that is not adequate to be considered accurate, since it does not reflect the author’s main claim in the passage. The writer provides evidence from the text that is not relevant (“Cotton come from plants for an example wool comes from sheep”), since this would not support an accurate claim. However, the response receives partial credit for providing relevant text-based evidence that could be used to support an accurate claim (“Fabrics are made from kelp and seaweed. Kelp fabrics are called kelp-fiber. Humans do not need a factory as it pollutes the air”).

### **Response 3**

the main claim is he wants us to use biodegradable fibers so we don't pollute the earth.

The writer provides an accurate main claim that “he wants us to use biodegradable fibers so we don't pollute the earth.” Although the second part of the claim begins a supporting thought, this thought is not sufficiently developed as text-based evidence to achieve full credit.

### **Response 4**

The main claim the author makes in the selection is that people should use biodegradable fibers for their clothes. I know this because the author talks about the cons of other materials and gives examples on how biodegradable fibers don't have those problems.

The writer provides an accurate main claim that “people should use biodegradable fibers for their clothes.” The writer does not provide relevant text-based evidence from the selection to support the main claim.

## Score Point 2

### **Response 1**

The author's claim is fashion designers need to use the biodegradable fiber mmy proof is that They can break down easier but can still be a strong substance .

The writer provides an accurate main claim that "fashion designers need to use the biodegradable fiber." The writer includes relevant paraphrased evidence to support the claim ("They can break down easier but can still be a strong substance").

### **Response 2**

The main claim the author makes is that natural fibers such as kelp are better than plastic fibers. I can tell this beause in paragraph 5 the author says that Microsilks is stonger than regular silk and is more Earth-friendly. In paragraph 4 the author also states that, "Since these fibers are usally made from natural materirals they take less energy to produce," After reading this artical I agree with the authors main claim to use more natural fibers.

The writer presents the main claim that "natural fibers such as kelp are better than plastic fibers. . . . [we should] use more natural fibers." The writer provides two pieces of text-based evidence to support the claim ("Microsilks is stonger than regular silk and is more Earth-friendly"; "Since these fibers are usally made from natural materirals they take less energy to produce").

### **Response 3**

The main claim the author makes in this article is, we need to start using biodegradable materials to make clothing.

I know this for in paragraph four the author states "Since these fibers are usually made from natural materials, they take less energy to produce."

The writer provides the correct main claim that "we need to start using biodegradable materials to make clothing," which is supported by relevant text-based evidence from the selection ("Since these fibers are usually made from natural materials, they take less energy to produce").

**Response 4**

The author’s claim is that using biodegradable fibers are better for the environment. Plastic made clothing is too strong and can’t decompose into earth quickly. The author wants more fashion designers to use kelp as it is biodegradable and is very strong. In paragraph 3 the author states “Fibers made from kelp, a kind of seaweed, can break down even faster than cotton can.”

The writer provides an accurate two-sentence claim that is supported by acceptable text-based evidence. The first sentence of the claim is “using biodegradable fibers are better for the environment,” which is supported by “Plastic made clothing is too strong and can’t decompose into earth quickly.” The second sentence of the claim is “The author wants more fashion designers to use kelp as it is biodegradable,” which is supported by “Fibers made from kelp, a kind of seaweed, can break down even faster than cotton can.” Both claims with their corresponding text-based evidence, on their own, would fulfill the requirements of the prompt and would be awarded full credit.

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# **Grade 5 Writing Short Constructed Response**

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## Grade 5 Writing Short Constructed Response

### Passage: "Sunspots"

#### Original Paragraph:

(16) In recent years scientists have learned more about sunspots. (17) They are certain areas on the sun's surface. (18) These areas are slightly cooler. (19) However, "slightly cooler" does not mean cool. (20) The spots are still around 6,500 degrees Fahrenheit. (21) That is more than 10 times hotter than an oven on its highest setting. (22) Also, sunspots are not dark. (23) They are simply less bright than the hotter areas that surround them.

#### Prompt

Fumi wants to combine the ideas in sentences 17 and 18. In the box provided, write a complete sentence that combines these ideas in a clear and effective way.

#### Item-Specific Rubric

##### Score: 1

The response is a complete sentence that combines 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

They are certain slightly cooler areas.

Although this response is a complete sentence (“They are certain slightly cooler areas”), the writer omits the location information from sentence 17 [on the sun’s surface], and in doing so, loses too much detail from the original sentences to be a clear and effective combination of the ideas.

#### Response 2

They are certain area’s on the suns surface these area’s are slightly cooler.

In this response, the writer introduces an error when attempting to combine sentences 17 and 18 by merely removing the period between them (“They are certain area’s on the suns surface these area’s are slightly cooler”). With this change the ideas have not been combined in a clear and effective way.

#### Response 3

There are certain areas on the suns surface, these areas are slightly cooler on the suns surface.

In this response, the writer introduces an error by changing the period to a comma without a conjunction to coordinate the two original sentences (“There are certain areas on the suns surface, these areas are slightly cooler”). The writer has also added some repetitive information at the end (“on the suns surface”) that does not affect the scoring. These changes do not clearly and effectively combine the two sentences.

#### Response 4

They are certain that the areas on the sun’s surface are slightly cooler.

In this attempt to combine the sentences, the writer provides a complete sentence but changes the meaning of the original sentences (“They are certain that the areas on the sun’s surface are slightly cooler”), and thus does not express the ideas in a clear and effective way.

## Score Point 1

### **Response 1**

there are certain area's on the sun that are cooler.

In this minimal but effective response, the writer combines the ideas of the original sentences into a complete sentence ("there are certain area's on the sun that are cooler"). Despite the introduction of errors in capitalization and apostrophe usage ("[T]here," "area's"), the response is clear and sufficiently retains the meaning of the original sentences.

### **Response 2**

They're certain areas on the sun's surface, and these areas are slightly cool.

In this effective response, the writer provides a complete sentence that retains the meaning of the original sentences by joining the ideas with a conjunction ("They're certain areas on the sun's surface, and these areas are slightly cool"). Despite some changes in wording ("They're" instead of "they are," "cool" instead of "cooler"), the response retains the meaning of the original sentences.

### **Response 3**

There are certain areas on the sun's surface that are slightly cooler.

In this response, the writer clearly and effectively combines the ideas ("There are certain areas on the sun's surface that are slightly cooler") into one sentence.

### **Response 4**

They are certain areas on the sun's surface and these areas are slightly cooler.

The writer of this response clearly and effectively combines the sentences with a coordinating conjunction, "and" ("They are certain areas on the sun's surface and these areas are slightly cooler"). The lack of a comma does not affect the score of this revision task.