



English II

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 English II 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.

**English II Reading
Passage with Extended
Constructed Response and
Short Constructed Response**

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

Antarctica: Governing the Icy Continent

- 1 Antarctica. The name alone conjures a vision of a pristine, icy wilderness surrounded by silence. For much of human history, this was a fairly accurate portrait of Antarctica. Now, however, in addition to native inhabitants such as penguins and seals, scientists from all over the world make their home in the Antarctic. These scientists conduct research on a range of subjects, including ecosystems, weather patterns, and the effects of pollution. And surprisingly, increasing numbers of tourists are visiting Antarctica to mountain climb, camp, or ski. Who governs these activities when so many nations have a presence on the continent?

Governed by Treaty

- 2 By the 1940s, seven countries had laid claim to territory in Antarctica. Some of those territories overlapped, and some countries would not recognize the claims made by other nations. There was no agreement about who held authority. By the mid-1950s, however, scientists were eager to use Antarctica as a base for international research. The research teams who participated in the massive 67-nation scientific project known as the International Geophysical Year demonstrated how the icy continent could be shared. Beginning in 1957, they worked together to establish coastal bases and inland stations in Antarctica. From these bases, they made valuable discoveries about the atmosphere, oceanography, and many other topics. Their success inspired 12 countries, including Argentina, Chile, Great Britain, France, and the United States, to create the Antarctic Treaty in 1959. This was the first document outlining how each nation would use the continent. The treaty went into effect in 1961.
- 3 Even though the Antarctic Treaty was negotiated by a dozen countries with differing interests, the resulting document was simple. It stated that the continent could not be used for military purposes. The main purpose for being on Antarctica would be to conduct scientific research. The treaty also stipulated that countries had to provide advance notice of any Antarctic expeditions. In addition, the signers agreed to meet periodically to discuss the goals of the treaty. At the time, no one could foresee some of the changes that would occur over the next 60 years.

Addressing New Issues

- 4 Since 1959, more countries have joined the agreement, and its objectives have been expanded. While the initial document focused on research and keeping the peace, later documents covered the protection of marine life in and around Antarctica.
- 5 In 1991 another agreement reinforced the original intent of the treaty while adding that activities such as mining, drilling, and exploration of minerals would be banned indefinitely. Combined, these additional documents now make up the Antarctic Treaty, and 54 nations have signed the agreement. But new concerns need to be addressed, including the increased presence of humans in this once untouched wilderness.
- 6 In the years since the Antarctic Treaty was signed, activities on the continent have changed. Science and exploration are still the main pursuits, but advances in technology have made traveling to the southern continent easier than it once was. Because of this, tourism in Antarctica has gained in popularity. In the 2018–2019 season, more than 56,000 tourists visited Antarctica.

- 7 At first, most tourism involved sailing along the coast or flying over the land. Cruise ships sail to Antarctica frequently from November through March. However, tour operators now offer outings on or near the land, including kayaking, mountain climbing, and skiing. Some nations hope to profit from expanding such land-based tourism. Scientists and regulators are evaluating the impact such permanent facilities as visitor centers, museums, and hotels would have on the environment.
- 8 In 1991 tour operators formed the International Association of Antarctica Tour Operators to support responsible travel, but according to Claire Christian of the Antarctic and Southern Ocean Coalition, "There aren't a lot of hard rules governing tourism. It's mostly voluntary." The Antarctic Treaty System is now faced with many questions about how best to regulate tourism.

The Future of Antarctica

- 9 Tourism is currently managed by the tour operators from various countries who shepherd the tourists to and from the continent. However, the Antarctic Treaty system will be monitoring the effects of tourism. Some areas of concern include the potential introduction of invasive species and damage to the environment caused by ships dumping waste in the ocean. Scientists also worry that visitors may disturb penguins, elephant seals, and other native species. Lastly, tourists who become ill or injured have little access to medical facilities on this remote continent. The parties to the Antarctic Treaty have begun discussing how to manage tourism, but reaching an agreement will take time.
- 10 Whatever Antarctica's future holds, there will never be another place on Earth quite like this continent. Nowhere else on the planet have nations agreed to work together to maintain peace, support scientific research, and protect the environment. While the presence of humans on the continent is cause for concern, the Antarctic Treaty affirms that humans are also working together to protect the continent. That sense of purpose and collaboration is something to celebrate.

English II Reading Extended Constructed Response

Prompt

Read the article “Antarctica: Governing the Icy Continent.” Based on the information in the article, write a response to the following:

Explain what makes the situation in Antarctica unusual.

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

Remember to —

- clearly state your thesis
- 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.

English II Reading Passage with Extended Constructed Response

Informational Writing Rubric

| Score Point | Organization and Development of Ideas |
|-------------|---|
| 3 | <ul style="list-style-type: none">• Controlling idea/Thesis is clear and fully developed The controlling idea/thesis 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 controlling idea/thesis. 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 controlling idea/thesis. For pairs in grades 6 through EII, evidence is drawn from both texts. 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">• Controlling idea/Thesis is present and partially developed A controlling idea/thesis 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 controlling idea/thesis. 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 controlling idea/thesis, but it may be insufficiently explained, and/or some evidence may be irrelevant to the controlling idea/thesis. 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. |

| | |
|---------------------------|---|
| <p>1</p> | <ul style="list-style-type: none"> • Controlling idea/Thesis is evident but not developed A controlling idea/thesis 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 controlling idea/thesis, 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. For pairs in grades 6 through EII, evidence is drawn from only one text. 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. |
| <p>0</p> | <ul style="list-style-type: none"> • A controlling idea/thesis 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> |
| | |
| <p>Score Point</p> | <p>Conventions</p> |
| <p>2</p> | <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> |

English II
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

something that makes the situation in antartica unusual is that how are people going to climb, camp, and ski when there really isnt nothing out there to climb, its to cold in antartica to camp anywhere out there unless you build a little house out there, the only thing that makes sense is for people to go out and ski because there is alot of ice and snow. the only reason for people to actually go to antartica is to kill seals and get fish whether its on a boat or by hand and by using a boat its causing pollution.

Organization and Development of Ideas: 0

The writer does not present an evident thesis but rather provides the statement “there really isnt nothing out there to climb, its to cold.” An organizational structure is not evident as there is a minimal introduction and no conclusion provided. Without a thesis responding to the prompt, the ideas presented are irrelevant to the task. The expression of ideas is often unclear in relation to the prompt (“get fish whether its on a boat or by hand”) Overall, the response reflects a lack of understanding of the writing purpose.

Conventions: 0

If a response receives a score point 0 in the Organization and Development of Ideas trait, the response must also earn 0 points in the Conventions trait.

Response 2

Antarctica is in a very unusual circumstance. Many years ago seven countries had led to claim antarctic territory, some territories would overlap and other countries would not recognize the claims made by the other nations. After 10-15 years the mid 1950's, scientists were eager to make a base on antarctica for international research. The scientific project known as the International Geophysical Year, consisted of 67 nations. They worked together to establish coastal bases where they made valuable discoveries about atmosphere, oceanography and other astounding topics. A few years go by and now many countries have joined into this agreement, leading many objectives to be expanded. As more years pass, at around 1991 they decide to make another agreement basically re-instating the original policy and intent of the treaty while adding on top of it. They made sure to add major activities such as mining, drilling, and exploration of minerals as this would take antarcticas natural resources. All these agreements combined to form the Antarctic Treaty. With the addition of 54 new nations signing the agreement new concerns arose. With all these nations now added to the treaty many wanted to open a form of tourism which rose concern. At first tourism only consisted of sailing along the coast or flying over the land, but now cruise ships casually sail to antarctica. In 2018-19 alone more than 56,000 tourists visited. Tourism is operated by tour operators from the various countries but the Antarctc Treaty system continues to survey them. The influx in tourists could be detrimental to Antarctica and the various species that inhabit it. Scientists worry that Tourists could disturb creatures such as penguins and elephant seals. Also ships dumping waste in the ocean can harm marine life, and if a tourist were to become injured they have little to no access to medical assistance. This shows that Antarctica is in a tough spot where they want more nations to sign but the flood of tourists are not good for the environment.

Organization and Development of Ideas: 0

The writer attempts a thesis in the final sentence to the effect that "Antarctica is in a tough spot where they want more nations to sign but the flood of tourists are not good for the environment." While there is a minimal introduction and a conclusion, there is no evidence of any organizing or developmental structure in this response. The writer does not explain why the situation in Antarctica is unusual as all the paraphrased evidence provided summarizes details repeating the same sequence of events as the article. Expression of ideas is at times incoherent ("Tourism is operated by tour operators from the various countries but the Antarctc Treaty system continues to survey them"). Overall, the response reflects a lack of understanding of the writing purpose.

Conventions: 0

If a response receives a score point 0 in the Organization and Development of Ideas trait, the response will also earn 0 points in the Conventions trait.

Score Point 1

Response 1

In antartica the sutution that they have is quite unusual but every content helps Antartica after the Antartica trerty got signed. But whats mainly goes on in Antartica is sceitific work meaning like everything that is done on that cotentent is either to help the wildlife save endegered speices or make sure there no invading species moving into the content. Now the way tourism is mangned in Antartica is by tour operators form various different conuntries who bascially guide the tourists too and from the continent but there some area that are blocked off for them.This just for procaution just so that the vistors dont interfere with the wildife or dont bring any invasive spices to plant also any toutist that become ill or injured have very little medical access on the contentent. whatever Aatarica future holds that their will never be a other place that every country works together in peace.

Organization and Development of Ideas: 1

The writer presents the weak thesis that the unusual situation is that “every content helps Antartica after the Antartica trerty got signed.” There is a minimal introduction and a conclusion that reiterates the thesis, but overall the organizational structure is weak and not logical, as the writer quickly shifts between saving endangered species and tourism. Minimal paraphrased text-based evidence is provided (“make sure there no invading species”). The information about tourism is irrelevant to the thesis (“the way tourism is mangned . . . blocked off for them”; “any toutist that become ill . . . little medical access”). The overall expression of ideas is ineffective, and the response reflects a limited understanding of the writing purpose.

Conventions: 0

The writing demonstrates no command of grade-level-appropriate conventions. There are multiple sentence construction errors, including problems with compound sentences. Grammatical errors are present throughout the response, with incorrect verb tenses, usage mistakes (“But whats mainly goes on”), and missing words. The response also contains many misspelled words (“sutution,” “cotentent,” “mangned,” “conuntries,” “Aatarica,”) and frequent punctuation errors with missing apostrophes and commas. The frequency and variety of errors impact the clarity of the writing and the reader’s understanding of the writing.

Response 2

What makes a situation in antartica unusule due the tourism that has happened.

Tourism is currentlly managed by tour opperators who watch and take care of the continent. Scientists are worried about the pengiuns being distubed by humans when touring and being ill or injured while exploring, due to t being cold in antartica there will be very little medical facilites.

This helps understand that peace is only to be ment in antartica and nothing else. Scientists have planned to maintain the peacfull and protect the contient.

In conclusion, Tourism has not been much of a success in antartica, its quite unusule to just be there. Unless you are a perfessional scientist.

Organization and Development of Ideas: 1

The writer offers a weak thesis in the conclusion that it’s quite unusual “to just be there. Unless you are a perfessional scientist,” but this idea is not developed effectively. An introduction and a conclusion are present, but the progression of ideas is not logical as the writer quickly shifts from tourism to scientists and the lack of medical facilities to a perfunctory transition (“In conclusion”). Little text-based evidence is presented (“Scientists . . . protect the contient”). The explanation (“worried about the pengiuns being distubed by humans”) and extraneous information (“being ill or injured,” “little medical facilites”) do not support the thesis, weakening the clarity of the message. Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 0

The writing demonstrates little to no command of grade-level-appropriate conventions. The response contains many errors. The final sentence is a fragment (“Unless you are a perfessional scientist”). There are capitalization errors present (“antartica,” “Tourism” should not be capitalized in the conclusion). Grammatical (“unusule due the,” “only to be ment in antartica,” “maintain the peacfull”) and spelling errors (“antartica,” “unusule,” “currentlly,” “opperators,” “pengiuns,” “distubed,” “facilites,” “ment,” “peacfull,” “contient,” “conclusion,” “perfessional”) are present. The variety and frequency of these errors impact the clarity of the writing and the reader’s understanding of the writing.

Score Point 2

Response 1

A place so quiet and so cold yet home to millions. Antarctica is natural born habitat to many different species that are not found in any other parts of the world. What makes Antarctica so unusal is that its kept peace between all the other parts of the world.

Antarctica is a place that was untouched by humans for centuries and now that its discovered, scientist from all over the world use it for discovery of other parts of the world. Overtime there have been a numberues amount of treaties between countries, but i find this one extrodinary. This is because they have yet to come across a disagreement they can't solve without war. Scientist have co-habited here for over 50 years without a overlaping disagreement.

In conclusion the peace between the countries tha Antarctica is what makes it so unusal.

Organization and Development of Ideas: 1

The writer presents a thesis in the first paragraph, "What makes Antarctica so unusal is that its kept peace between all the other parts of the world," but it is not developed effectively. The essay has an introduction and a conclusion, but the ideas lack logical organization in the second paragraph, as the writer moves illogically from using Antarctica as a base for scientific research to political treaties to scientists not disagreeing without making meaningful connections between these ideas. The development of ideas is minimal, as little text-based evidence is offered ("Scientist have co-habited here for over 50 years"). The information about the treaties and the nature of the research ("use it for discovery of other parts of the world") is vague, and the writer's explanations lack clarity. At the end of the second paragraph, the writer states an idea that seems to contradict the emphasis on keeping peace ("they have yet to come across a disagreement they can't solve without war"), disrupting the clarity of the message. The response reflects a limited understanding of the writing purpose.

Conventions: 1

The writing demonstrates an inconsistent command of grade-level-appropriate conventions. A variety of errors are present. The last sentence of the essay is poorly constructed, and there are punctuation errors with missing commas and missing apostrophes. There is a capitalization error ("but i find") and misspelled words ("numberues," "extrodinary"). Grammatical errors are present ("Antarctica is natural born habitat," "scientist from all over," "Scientist have co-habited"). The response has several errors, but the reader can understand the writer's thoughts.

Response 2

The situation in Antarctica is unusual because so many scientist wants to go there to do reasearch and discover more of Antarctica as well as tourists they all want to go the to vist, ski, and do many othere things which affects the inviroment of Antarctica which before everyone wanted to go there and see and discover that beautiful place, Antarctica was surrounded by silence. The article says in the begginning how it ised to be an "icy wilderness sorrounded by silence." Then copares it to how it is now with all the people going there; "For much of human history, this was a fairly accurate portrait of Antarctica. Now however, in addition to native inhabitants such as pinguins and seals, scientists from all over the world make their hime in the Antarctic." As you can see in this quote of the article scientists going there is a good thing because they might be able to help the inviroment to be better because of there reasearch or it could be a not really so great thing for thr icy wilderness. " these scientists conduct research on a range of subjects, including ecosystems, weather patterns and the effects of pollution." The tourists however is not a great thing for them to go there because they can do terrible damage there. " increasing numbers of tourists are visting Antarctica to, mountain climb, camp, or ski. In coclusion the key situation in Antarctica are all of the people that want to go there to vist and reaserch the beautiful icy wilderness called Antarctica.

Organization and Development of Ideas: 2

The writer presents a thesis that the situation is unusual "because so many scientist wants to go there to do reasearch and discover more of Antarctica as well as tourists they all want . . . to vist." The organizational structure includes an introduction and a conclusion. The remainder of the essay is logically organized by beginning with scientific expeditions followed by tourist visits. Also, the ideas are connected using transitions ("The article says," "Then copares [compares] it," "As you can see"). Evidence to support the thesis is provided with quotations ("scientists conduct research on a range of subjects . . . effects of pollution"; "increasing numbers of tourists are visting . . . camp, or ski") and insufficient explanations of how increasing visits to Antarctica affect the environment ("they might be able to help the inviroment"; "tourists however is not a great thing"). Connecting scientists and tourists to the impact on the environment contributes to the development of ideas. The expression of ideas is basic as the writing relies on limited word choices ("they all want to go the [there] to vist, ski, and do many othere things"; "going there is a good thing"; "it could be a not really so great thing"). The response reflects a partial understanding of the writing purpose.

Conventions: 0

The writing demonstrates little to no command of grade-level-appropriate conventions. The first sentence ("The situation in Antarctica is unusual . . . Antarctica was surrounded by silence") is a run-on that should have been punctuated as three separate sentences. There is a sentence fragment ("Then copares it to how . . . 'Antarctica' ") as well as grammatical errors throughout the essay ("so many scientist wants"; "which before everyone wanted to go there and see and discover"; "The tourists however is not a great thing for them to go there"). There are also capitalization errors at the start of sentences ("these scientists," "increasing numbers"), various punctuation errors such as a missing comma after an introductory clause, and many misspellings ("copares," "pinguins," "inviroment," "coclusion," "vist," "reaserch"). The frequency of errors impacts the clarity of the writing and the reader's understanding of the writing.

Score Point 3

Response 1

The situation starting from 1940 in Antarctica is unusual because it's not normal for 7 different countries to claim territory without any of them recognizing one another's authority over the land.

With all 7 countries needing to use Antarctica as a base for research, they needed to all make an agreement to allow them to share the continent for research purposes and nothing more. In 1957 the 7 countries made discoveries about the, oceanography, atmosphere, and many other topics. The success of those countries inspired 12 countries to create the Antarctic Treaty in 1959. It states that the continent could not be used for military purposes, and that it would only be used for scientific research purposes. The section titled "Addressing New Issues" states the treaty is now facing more issues with tourism.

Organization and Development of Ideas: 1

The writer presents a vague thesis in the first sentence that "it's not normal for 7 different countries to claim territory without any of them recognizing one another's authority over the land." The response includes an introduction but lacks a conclusion, and the overall organizational structure is minimal. The writer presents a summary of selected information from the article, but it is only vaguely related to the writing task. Some text-based evidence is provided to support the thesis ("they needed to all make an agreement . . . share the continent for research purposes"), showing that different nations have agreed to share the use of Antarctica for scientific research. However, no explanation of the evidence is given. The final sentence focuses on tourism, which impedes the clarity of the essay with an irrelevant detail. The writer's word choice is limited ("needing to use," "they needed," "many other topics," "could not be used," "it would only be used," "facing more issues"). The response reflects a limited understanding of the writing purpose.

Conventions: 2

The writing demonstrates a consistent command of grade-level-appropriate conventions. The response has a few punctuation errors, but these errors do not impact the clarity of the writing.

Response 2

The ever growing presence of humans on antartica is abundantly clear but, what makes the sitation in antartica so unusal is the fact that these countries that normally are at each others necks are working together to save what is basically a snowey desert.

We see in the passage that starting from 1961 countries like Argentina, The UK and The US all agreed to work together to protect this sheet of ice from any form of military use or human wastes. This is strange because these countries normally dont do anything to protect their own countries from pollution or other products from human interaction.

Furthermore the continent was only meant to be used for scientific purposes meaning testing the ice and land under the ice for minerals and possibly other forms of life. However with the introduction to non professional human interaction such as cruise ships the land has been tampered with bringing invasive species and disturbing the local wildlife. While ventures to stop this have not gone into effect It is belived that the organization running the trips to antartica may fix the problems they are leaving behind by limiting travel and not setting up permanant buildings there.

Organization and Development of Ideas: 2

The writer presents a thesis in the first sentence that “countries that normally are at each others necks are working together to save what is basically a snowey desert.” The essay has an introduction but lacks a conclusion, and the organizational structure partially supports logical development of the thesis. The writer uses connecting phrases and transitions (“but, what makes,” “We see in,” “This is strange because,” “Furthermore,” “However”) to assist with clarity. The writer supports the thesis by paraphrasing text-based information (“starting from 1961 countries . . . agreed to work together”; “only meant . . . for scientific purposes”; “the land has been tampered with”) but insufficiently explains the evidence (“these countries normally dont do anything to protect their own countries from pollution”; “the organization . . . may fix the problems . . . by limiting travel”). The expression of ideas is basic because the writer’s word choice is general (“dont do anything,” “ventures to stop this,” “fix the problems”). This response reflects a partial understanding of the writing purpose.

Conventions: 1

The writing demonstrates an inconsistent command of grade-level-appropriate conventions. There are no issues with sentence construction or sentence boundaries, but errors in other conventions are present. For punctuation, commas are missing or misplaced (“abundantly clear[,] but, what makes”; “used for scientific purposes[,] meaning”; “such as cruise ships[,] the land”), sometimes causing ideas to run together in longer sentences, and apostrophes are missing. Antarctica is not capitalized, and other words are incorrectly capitalized (“The UK and The US,” “effect It is belived”). Grammatical errors include some incorrect prepositions (“the introduction to [of] non professional,” “tampered with [by] bringing”). Several misspellings are present (“sitation,” “unusal,” “snowey,” “belived,” “permanant”). The response has several errors, but the reader can understand the writer’s thoughts.

Response 3

In the article "Governing the Icy Continent" the situation presented is curiously unusual because; Antarctica never had a direct claim by any nation so creating a treaty to join together especially with how conflict has been expressed between countries in the past is unusual. The agreement came together as a purpose to research and preserve the lands priceless information and raw materials, but through the article the treaty original purpose begins to weaken. As they open the idea for tourism, and then explain the how it is dangerous and could destroy the areas preserved natural priceless information.

The unstable situation within the claims of Antarctica land was never agreed upon or fought for which could have been a likely outcome if they would have not come to a agreement. Here in the text it explains the situation "Seven countries had laid claim to territory in Antarctica. Some of those territories overlapped, and some countries would not recognize the claims made by the other nations" It's so unusual that there was never a war or a agreement made for the claim on this unexplored land that has been known about for decades.

Throughout the treaty's length the use of the land was very unsure it was originally and the agreement made was to use for research purposes only, but now there is conversation about tourism being brought into the situation which they explain here "Some nations hope to profit from expanding such land-based tourism. Scientists and regulators are evaluating the impact such permanent facilities as visitor centers, museums, and hotels would have on the environment" which is interesting that they even consider this idea after saying this later on in the article "Some areas of concern include the potential introduction of invasive species and damage to the environment caused by ships dumping waste in the ocean. Scientists also worry that visitors may disturb penguins, elephant seals, and other native species" After all reasons not to start tourism because of the potential danger it can cause to the environment they still engage the idea with the end of article also giving more great evidence why there shouldn't be tourism in this sacred place "Whatever Antarctica future holds, there will never be another place on Earth quite like this continent" This is why the situation is unusual because they weaken their whole central idea of the treaty in the first place to research and keep peace to the lands of Antarctica.

It's quite unusual that all this agreement has come together to create peace within multiple nations and protect the natural resources this area holds but they go back on their own idea weakening their central claim.

Organization and Development of Ideas: 3

The writer provides a two-part thesis that Antarctica is unusual because of the treaty between nations that “came together as a purpose to research and preserve the lands’ priceless information and raw materials” and that tourism is “dangerous and could destroy the areas’ preserved natural priceless information.” An introduction is present, and the response includes a conclusion that reaffirms the thesis. The organizational structure appropriately and effectively supports the thesis’s development with one paragraph explaining the unusual situation and another paragraph discussing the threat of tourism. An effective transition connects these two paragraphs (“Throughout the treaty’s length”), and sentence-to-sentence transitions are also included to connect ideas (“but now their is conversation about tourism being brought into the situation”; “After all reasons not to start tourism”). The writer quotes relevant text-based evidence to support the thesis (“Seven countries had laid claim to territory in Antarctica. Some of those territories overlapped, and some countries would not recognize the claims made by the other nations”; “Some areas of concern include the potential introduction of invasive species and damage to the environment caused by ships dumping waste in the ocean”; “Whatever Antarctica future holds, there will never be another place on Earth quite like this continent”). In addition, the writer offers explanations of Antarctica’s unique history (“It’s so unusual that there was never a war or an agreement made for the claim on this unexplored land that has been known about for decades”) and the threat to its future (“This is why the situation is unusual because they weaken their whole central idea of the treaty in the first place to research and keep peace to the lands of Antarctica”), effectively connecting the threat of tourism to the unusual governing structure of Antarctica. The expression of ideas is clear because the word choice is specific (“curiously,” “priceless information,” “sacred place”), and all sentences and phrases are effectively crafted to convey the writer’s ideas. Overall, this response demonstrates a thorough understanding of the writing purpose.

Conventions: 0

The writing demonstrates little to no command of grade-level-appropriate conventions. There are errors in sentence construction, including a run-on sentence (“Throughout the treaty’s length the use of the land was very unsure it was originally and the soul agreement made was to use for research purposes only, but now their is conversation about tourism being brought into the situation which they explain here”). The response has errors in grammar (“The unstable situation within the claims of Antarctica land was never agreed upon or fought for which could have been a likely outcome if they wouldhav not came to a agreement”). There are also errors in punctuation, with an unnecessary semicolon (“the situation presented is curiously unusual because; Antarctica never had a direct claim by any nation”) and missing commas (“After all reasons not to start tourism because of the potential danger it can cause to the environment they still engage the idea . . .”). In addition, missing words (“After all [these] reasons”), missing apostrophes (“Its”), and spelling errors (“unusual,” “espcailly,” “research,” “perserve,” “amaterials,” “through,” “upon,” “mueseums,” “envirnment”) are present. The response has many errors, and these errors impact the clarity of the writing and the reader’s understanding of the writing.

Score Point 4

Response 1

Antarctica sparks many individuals interest. What makes it so unusual is how different countries had a common goal to preserve the continent and to regulate its tourism.

First, several countries had a common goal of preserving Antarctica. This is unusual due to the fact that never before have so many countries agreed on preserving a single land. There would also have been some disputes on certain ideas on how to preserve Antarctica as well, however according to this article, they consistently agreed upon a certain topic eventually. The numerous countries agreed that Antarctica shall not be used for military grounds amongst anyone. They also agreed that the main reason for expediting to Antarctica would be for scientific research purposes and to notify the other countries involved in the agreement that they would be expediting to Antarctica."

Second, people want to take a tour around Antarctica. In spite of its extreme living conditions, people actually desire visiting Antarctica. The countries involved in the treaty agreed to regulate tourism due to worries of interference of other life on Antarctica, illnesses or injuries as there is no immediate medical access, and developing a civilization in Antarctica as it could decay its natural feats.

In conclusion, common agreement amongst a single land and a widespread desire to embark on a journey to Antarctica are reasons as to why the situation in Antarctica is unusual.

Organization and Development of Ideas: 2

The writer presents the thesis that "What makes it so unusual is how different countries had a common goal to preserve the continent and to regulate its tourism." The essay has an organizational structure that includes an introduction and a conclusion. Each idea from the thesis is explained using transitions to connect ideas that support the thesis ("First," "Second," "In conclusion"). The writer supports the thesis by paraphrasing evidence drawn from the article ("agreed that Antarctica shall not be used for military grounds"; "agreed to regulate tourism . . . decay its natural feats"). This evidence is appropriate but lacks sufficient explanation. In the third paragraph, it is unclear how tourism regulation of "illnesses or injuries" affects "interference of other life." The expression of ideas is basic, and the response reflects a partial understanding of the writing purpose.

Conventions: 2

The writing demonstrates a consistent command of grade-level-appropriate conventions. The response has a few errors, but these errors are minor and do not impact the clarity of the writing.

Response 2

The well being of Antarctica has sparked concern for many of the countries, bringing countries together despite their differences and forcing countries to cooperate and compromise with each other for the greater good of the beloved country Antarctica. Despite the lack of formal laws and regulations regarding the continent's well being, scientists work hard to preserve life and carry out "law-ful" experiments such as monitoring the effects tourism has on the continent.

The question of Antarctica's governing has long been on the table, however many nations have been working together to elaborate on how each nation would use the beloved continent. In 1959, countries such as the United States, Great Britain, and France signed a document pertaining to the usage of the icy territory. This was the first legal documentation outlining how each country could use Antarctica, going into effect in 1961. In 1991 an agreement concerning the exploitation of minerals and other natural resources was banned entirely to further protect Antarctica from depletion induced by greedy nations.

Scientists have been working tirelessly to fully understand the state in which Antarctica is in, and whether or not human interaction is negatively impacting this beautiful continent. Research is being conducted on many tourist operators to help determine the underlying effect tourism may have on the continent. This helps nations understand what needs to be done to preserve the life and structure of Antarctica by limiting human environmental abuse. In 2018-2019, more than 56,000 tourists visited Antarctica raising concern by many scientists due to the lack of arbitrary laws and regulations. Scientists have been recently making and adopting laws and regulations to help preserve the life and the health of this continent.

While it's taken the efforts of thousands, many governments and scientists have stressed the importance of keeping Antarctica's environment safe and productive. It's important to understand the underlying factors of tourism and government interactions as this can have a devastating effect on this phenomenal country.

Organization and Development of Ideas: 3

The writer presents the thesis that "Despite the lack of formal laws and regulations regarding the continent's well being, scientists work hard to preserve life and carry out 'law-ful' experiments such as monitoring the effects tourism has on the continent." An effective introduction is presented using a cause-effect structure while the conclusion effectively connects the two thesis ideas by noting that the governments and scientists "have stressed the importance of keeping Antarctica's environment safe and productive," adding focus to the essay. The sentences in each paragraph are logically connected in purposeful and effective ways. Both thesis ideas are presented using a chronological structure that is fully supported with specific and relevant text-based evidence, showing how multiple countries have worked together through treaties over several decades and how scientists are studying the effects of increasing tourism on the continent. Throughout the response, the writer's specific and purposeful word choice ("has sparked concern"; "forcing countries to cooperate and compromise"; "has long been on the table"; "first legal documentation"; "depletion induced by greedy nations"; "limiting human environmental abuse"; "understand the underlying factors") enhances the quality of the response. Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 1

The writing demonstrates an inconsistent command of grade-level-appropriate conventions. While the sentence construction is correct, errors with missing apostrophes (“Antarticas”) are present. In addition, the capitalization and grammar are mostly correct, with some capitalization (“In 1959, Countries,” “Icy”) and grammatical errors (“scientist work hard,” “56,000 tourist visited,” “raising concern,” “While its taken,” “Its important”). Several misspellings are present (“dispite,” “monitering,” “Grait,” “partaining,” “explotation,” “naterual,” “wether,” “negativley,” “opportators,” “enviromental,” “arbituary,” “importants,” “devistating,” “phenoninal”). These errors impact the clarity of the writing and the reader’s understanding of the writing.

Score Point 5

Response 1

It is not very common to see several countries working together towards the preservation of a continent whilst also developing research and ecological facilities. We have often seen countries work independently on specific goals that pertain to their individual economic and developmental status. However, based on the article, "*Antartica: Governing the Icy Continent*," we learn of policies signed by numerous countries set to preserve and maintain the wildlife, ecosystem, and economic activities in Antarctica.

Under the heading, "Governed by Treaty," we see the development of the Antarctic Treaty of 1959. It is established that 12 countries signed this document outlining the use of the continent, those being: Argentina, Chile, Great Britain, France, and the United States. More countries followed suit in the following decades. The document stipulated the use of research and station use, completely banning the use of land for military purposes. This ban on military use is unusual in itself. We have often seen countries, especially the United States, establish military bases on numerous places, promoting violence.

Seeing these countries use Antarctica to maintain peace to support the reasearch and technological development industry is refreshing. There have been numerous agreements on the preservation of marine wildlife and the environment, having questioned the regulation of tourism and its effects. These countries work together to ensure human interaction in Antarctica is not detrimental to those involved, this sense of companionship and peace among so many countries is unusual to see.

Organization and Development of Ideas: 3

The writer presents a clear thesis in the first sentence that "It is not very common to see several countries working together towards the preservation of a continent whilst also developing research and ecological facilities." There is a purposeful organizational structure, including an effective introduction and conclusion. This concise response maintains focus on the two ideas presented in the thesis throughout. The paraphrased evidence is specific and relevant ("stipulated the use of research . . . banning the use of land for military purposes"; "agreements on the preservation of marine wildlife . . . regulation of tourism and its effects"). The writer also clearly explains the ideas ("This ban on military use is unusual"; "We have often seen countries . . . establish military bases . . . promoting violence"; "ensure human interaction in Antarctica is not detrimental"). The specific and purposeful word choice ("preservation," "outlining," "decades," "stipulated," "promoting violence," "refreshing," "detrimental," "sense of companionship") enhances the quality of the response. Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writing demonstrates a consistent command of grade-level-appropriate conventions. A few errors are present, but those errors do not impact the clarity of the writing.

Response 2

The reason that the situation in Antarctica is particularly unusual is because the area is governed by many nations unlike other territories on earth and people are putting in a lot of effort to preserve the local ecosystems in the region. There is no other place on Earth that gets this odd and special treatment.

First, the biggest thing that sets Antarctica apart from the rest of the world is the way it is governed. By the 1940s already 7 countries had claimed territories in Antarctica but unlike the lands claimed in other parts of the world there weren't clear boundaries. Scientists from 67 different countries formed the International Geophysical Year to research the area and also show how everyone could share the continent. The Antarctic Treaty was created to make Antarctica a safe place for scientists to study ecosystems, weather patterns, and the effects of pollution but also holding them accountable for preventing harm to local creatures and resources and using the area for only peaceful endeavors. Unlike all the other countries on Earth, Antarctica is governed by many countries rather than only one. The regulations put in place are made by people from all over world which allows Antarctica to be the only place where nations work together to support the research of scientists and prevent damage to the environment.

Also, the attention that the preservation of the natural ecosystems in Antarctica receives is unprecedented. Scientists are constantly studying the effects that tourists have on the wildlife and environment. Even ships dumping garbage into the oceans is far less acceptable in Antarctica than it is in the rest of the world because it is an area in particular that we want to protect. More measures are put in place in Antarctica in the context of avoiding invasive species. When Europeans came to the Americas they purposely brought their local animals with them. They did not even worry about how it could affect the native wildlife but in contrast even though so many countries are involved in Antarctica none of them have brought their local animals because they want to preserve the region. We do not build buildings everywhere in Antarctica unlike the rest of the world as to not disturb the ecosystems. It is so odd that Antarctica has always had this special treatment while everywhere else on Earth throughout history did not get the same care. People are actively working together to preserve the continent.

The situation in Antarctica is odd due to the way that the region is governed and because of the large effort from nations all over the world to protect the environment and native wildlife that live there. We need to continue to protect Antarctica but we also must protect the rest of the world as well.

Organization and Development of Ideas: 3

A clear thesis is presented in the first sentence that the situation in Antarctica is unusual “because the area is governed by many nations unlike other territories” and “people are putting in a lot of effort to preserve the local ecosystems in the region.” The organization is effective, with a purposeful introduction and conclusion. Paragraph-to-paragraph transitions (“First,” “Also,” “The situation”) and sentence-to-sentence connections (“Unlike all the other countries on Earth,” “When Europeans came to the Americas”) connect ideas logically. The paraphrased evidence is specific and relevant (“The Antarctic Treaty was created to make Antarctica a safe place for scientists”; “More measures are put in place . . . in the context of avoiding invasive species”). The writer clearly explains the evidence (“but also holding them accountable for preventing harm”; “allows Antarctica to be the only place where nations work together”; “none of them have brought thier local animals because they want to preserve the region”; “everywhere else on Earth throughout history did not get the same care”) while consistently supporting and developing the thesis. The expression of ideas is clear and effective with specific word choice (“preserve,” “special treatment,” “holding them accountable,” “peaceful endeavors,” “unprecedented”), which enhances the response. The response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writing demonstrates a consistent command of grade-level-appropriate conventions. Although there are some comma errors in sentence construction, the response contains mostly correct punctuation, capitalization, and grammar. Some minor spelling errors are present (“boundries,” “resourses,” “enviroment,” “exceptable,” “thier”). The response has a few errors, but 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

we have the heart for anmilas we love all anmails we love the sea as well evrybody does and we have to take of the sea anmaiks becasue they are very import to eveybodhy etcos stemym

Response 2

barcelona>real madrid barcelona is a better club cuz they showed what they capable of and better then other teams they made history and where never unnoticed example my idol lionel messi won the champions league in 2012 as the best player on the tournament. Neymar young brilliant player just boughth from santos in 2013 he will always live in our hearts with the amazing dribbles he always did. Luis suares el pistolero player from uruguay always shined brighth with the goals he scored he scored the 2nd best hat trick in futball history againt a premier leaugue team later on was boughth by barcelona in 2013. Barcelona had an amazing season on 2015 with the starting XI being Messi,Suarez,Neymar good strikers with amazing speed and dribble and how the control the ball Midfield we see the brains of the Barcelona starting sergio busquets amazing spanish midfielder incredible vision and precission key player for Barcelona's team. Andres iniesta another amazing spanish talent he read the game waited for the righth time to make a pass work well with the team he was the 2nd captain he showed compassion when playing very humble and incredibly smart another key player for Barcelonas midfield. Xavi Barcelonas 1st captain he made sure evryone was on path made sure evryone on the team coaperated he showed why he was the captain serious strict he got straigh to the point he always said Barcelona will win and he made sure that it happened. For barcelona's defence Pique strong and tall player amazing slide tackler he was very smart he knew what to do whenever facing fast and smart rivals our spanish wall. Dani Alves and Jordi Alba nuestros laterales los dos eran tan buenos que no distinguimos la diferencia los dos jugaban bien y tenian regate buenos centros and defendian en momentos criticos. Javier Macherano nuestra defensa central de argentina dependivamos de el cada ves que enfretabamos rivales fuertes no echo muchos goles pero iso comos importantes que nosotros los culers nunca vamos a olvidar. Visca Barca Visca Cataluna

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

That's Not What Happened

Characters

LINA: *A girl in her late teens*

JOELLE: *Also a girl in her late teens, and Lina's best friend*

FRIEND 1

FRIEND 2

- 1 *[Lights come up on two bedrooms. In one, stage right, Lina sits on the end of her bed, playing guitar. Her strumming is intense. In the other bedroom, stage left, Joelle, holding her phone, hesitates and then dials a number. Lina's phone rings. She stops playing long enough to lean over, glance at the screen, and decline the call with one flick of her finger. She resumes playing, angrily, and Joelle drops her phone onto her bed in frustration. Lights go down on Lina's bedroom and her guitar playing fades out.]*
- 2 **JOELLE:** *[Addressing audience.]* What did I do wrong? She won't answer my calls, she won't answer my texts. Last night we were hanging out with friends, having a great time, and then she just left all of a sudden, without even saying goodbye.
- 3 *[Joelle crosses to center stage and joins Friend 1, Friend 2, and Lina, who sits cross-legged, playing guitar. Lights as from a campfire flicker on their faces. When Lina finishes the song, Friend 1, Friend 2, and Joelle applaud and make appreciative noises.]*
- 4 **JOELLE:** Isn't she great?
- 5 **FRIEND 1:** Yeah, definitely. I love that song, Lina. Did you write it yourself?
- 6 *[Lina smiles shyly and shrugs, but she doesn't answer.]*
- 7 **JOELLE:** *[Turning to Lina, encouragingly.]* She sure did, didn't you, Lina.
- 8 *[Lina turns red and, her eyes huge, looks completely mortified but says nothing.]*
- 9 **JOELLE:** *[A little exasperated.]* She's written quite a few, actually, and they're all really good. She's just too modest to talk about it. Here, let me play some of the songs she sent me. Lina doesn't mind. They're amazing!
- 10 *[Joelle takes out her phone and starts tapping and scrolling. Meanwhile, Lina sits by the fire a while, looking uncomfortable, until she finally gathers her things and goes back to her bedroom, stage right. When Joelle and the others finish listening to the songs, they finally notice Lina is gone.]*
- 11 **FRIEND 2:** Where's Lina?
- 12 **FRIEND 1:** Her stuff is gone too.
- 13 **JOELLE:** She just left without saying a word?
- 14 *[Lights go down on Joelle, Friend 1, and Friend 2 and come up on Lina in her bedroom, annoyed.]*

- 15 **LINA:** [*Addressing the audience.*] Except that’s not what happened at all!
- 16 [*She begins to play guitar again, the same song she was playing at the campfire, losing herself in it for a little bit before remembering that the audience is there, listening. She stops playing.*]
- 17 **LINA:** [*A little shyly.*] Mostly, I play for myself, not for an audience, but they asked me to bring my guitar. They asked me to play. So I played the song I’ve been working on the longest, the one I’m most sure of.
- 18 [*She begins to play again, crossing to center stage and rejoining the group. When the song ends, Friend 1, Friend 2, and Joelle applaud and make appreciative noises.*]
- 19 **JOELLE:** [*To the group.*] She’s gotten so much better, right?
- 20 **LINA:** [*A little sarcastically, with a sidelong glance at Joelle.*] Thanks.
- 21 **JOELLE:** [*Sincerely.*] I mean it!
- 22 **FRIEND 1:** That was really great, Lina. Is that one of your own songs?
- 23 [*Lina opens her mouth to speak, but Joelle interrupts.*]
- 24 **JOELLE:** It sure is! She’s written quite a few, actually—
- 25 **LINA:** Yeah, I’ve been—
- 26 **JOELLE:** [*Whipping out her phone and beginning to scroll.*] Here, I’ll play you a song she sent me last week—
- 27 **LINA:** Joelle, those are— Please don’t—
- 28 **JOELLE:** You’re too humble! Listen.
- 29 [*The Two Friends gather near Joelle to listen to a recording of Lina playing guitar while Lina sits by the fire, guitar in her lap, looking uncomfortable.*]
- 30 **JOELLE:** Let me play you the other one—it’s even better.
- 31 [*Lina, frustrated, puts away her guitar and rises.*]
- 32 **LINA:** [*Quietly as she passes the group.*] I’ve got to go. [*No one notices her leave.*]
- 33 [*Lights go down center stage and come up on Lina’s bedroom. She sits on her bed, playing guitar. There is a brief knock at her bedroom door, but before she can answer, Joelle pokes her head in.*]
- 34 **JOELLE:** Why won’t you answer my calls?
- 35 **LINA:** [*Frustrated.*] I wanted some time to myself.

English II
Constructed-Response Scoring Guide

- 36 *[Lina begins to play again as Joelle settles herself tentatively and awkwardly in a chair beside the bed. Joelle hums along for a few bars and then waves her hand in front of Lina's face.]*
- 37 **JOELLE:** Hey. You just left last night without saying a word.
- 38 **LINA:** That's not what hap—
- 39 **JOELLE:** I looked up and you were gone, and you aren't answering my calls or my texts. I've spent the whole day wondering what I did—
- 40 **LINA:** Well, I'll tell you if—
- 41 **JOELLE:** *[Speaking over Lina.]* —to make you so mad, when all I wanted to do was show people—
- 42 **LINA:** Joelle—
- 43 **JOELLE:** —how talented you are, and you acted like—
- 44 **LINA:** *[Sharply.]* Joelle! You never let me talk!
- 45 *[Joelle, suddenly silent, looks as though she's had a bucket of cold water flung in her face.]*
- 46 **JOELLE:** *[Sulky.]* So talk.
- 47 **LINA:** I asked you not to share those songs with anyone—
- 48 **JOELLE:** I know, but—
- 49 **LINA:** —and you did it anyway.
- 50 **JOELLE:** Because they're really good!
- 51 **LINA:** But they aren't yours to share.
- 52 **JOELLE:** I don't understand why you're shy about sharing your songs with the world.
- 53 **LINA:** It's not about being shy. They are mine. I haven't finished writing them. I'll show the world when I'm ready. When those songs are ready.
- 54 **JOELLE:** *[Resigned.]* All right, I won't do that anymore. I'm sorry.
- 55 *[Lina nods, smiles, and strums a major chord on the guitar.]*
- 56 **LINA:** Want to hear something new?
- 57 **JOELLE:** Something in the key of forgiveness? You bet.

English II Reading Short Constructed Response

Prompt

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

How does the playwright’s characterization of Lina contribute to a theme of the play?
Support your answer with evidence from the play.

Item-Specific Rubric

Score: 2

Exemplar:

A complete response may include, but is not limited to, one of the following responses about how the characterization of Lina contributes to a theme of the play:

- Lina’s characterization as a private person who prefers to share on her own terms contributes to a theme of being considerate of a friend’s wishes.
- Lina is talented but humble and Joelle is proud of her talents, leading to a conflict between the two friends.

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:

- *[Meanwhile, Lina sits by the fire a while, looking uncomfortable, until she finally gathers her things and goes back to her bedroom, stage right.]* (stage directions, line 10)
- **LINA:** So I played the song I’ve been working on the longest, the one I’m most sure of. (line 17)
- **LINA:** I asked you not to share those songs with anyone . . . and you did it anyway. (lines 47 and 49)
- **LINA:** I haven’t finished writing them. I’ll show the world when I’m ready. When those songs are ready. (line 53)

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 how the characterization of Lina contributes to a theme of the play.

English II
Constructed-Response Scoring Guide

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

shes nervous to play in front of everyone.

The writer does not provide an accurate answer. Lina is not characterized as being “nervous to play in front of everyone.” Instead, Lina is characterized as uncomfortable sharing songs that she believes are not ready. No theme is stated or implied in the answer. The answer is too vague to be considered correct. In addition, the writer does not provide any evidence from the play, either by direct quotation or paraphrase, that could support a correct answer.

Response 2

The playwrights characterization of lina can contribute to the theme of the play because the theme of the play could be about overcoming stagefright.

The writer does not provide an accurate answer. The theme of the play is not about “overcoming stagefright.” Lina does not have stage fright; she plays willingly for her friends but only wants to share songs that are perfected. No characterization of Lina is provided; no accurate theme is established. In addition, the writer does not provide any evidence from the play, either by direct quotation or paraphrase, that could support a correct answer.

Response 3

The Playwright Characterization of lina contribute to a theme of a play. By Her addressing the audience and playing the guitar a certain way creating the type pf tone for the theme of the play.

The writer does not provide an accurate answer. “By Her addressing the audience and playing the guitar a certain way” is vague and insufficient and does not accurately answer the question of how Lina’s characterization contributes to a theme of the play. The second part of the answer, “creating the type pf tone for the theme of the play,” is also too vague to answer the question. In addition, the writer does not provide any evidence from the play, either by direct quotation or paraphrase, that could support a correct answer.

Response 4

how does the playwrights characterzation of lina and the play was in lina bedroom when she was sad and sitting on the side of her bed and after that her friend started handle her phone for her and lina phone start rings

The writer does not provide an accurate answer. This response does not answer the question of how Lina’s characterization contributes to a theme of the play, as the description of Lina as “sad” is too vague. The writer paraphrases events from the play (“sitting on the side of her bed and after that her friend started handle her phone for her and lina phone start rings”), but these events do not support a correct answer. Overall, the writer does not provide a correct answer and does not include any evidence from the play, either by direct quotation or paraphrase, that could support a correct answer.

Score Point 1

Response 1

Lina does not want others to hate and bash on the songs that she had worked so hard on, but when Joelle had told everyone that Lina had made the song, Lina had been embarrassed about it due to the fact she probably panicked.

The writer does not include an accurate answer. This response merely paraphrases evidence from the text that refers to a conflict between Lina and Joelle and does not properly answer the question of how Lina’s characterization contributes to a theme of the play. The answer is vague and insufficient. This response receives partial credit.

Response 2

Mostly, I play fro myself, not for an audience, but they asked me to bring my guitar. They asked me to play. So i played the song Ive been working on the longest, the one Im sure of.

The writer does not include an accurate answer to the question of how Lina’s characterization contributes to a theme of the play. Instead, the response is almost entirely a direct quotation from the play. The writer does provide relevant evidence from the passage by a direct quotation that supports a potential correct answer (“Mostly, I play fro myself, not for an audience, but they asked me to bring my guitar. They asked me to play. So i played the song Ive been working on the longest, the one Im sure of”). This quotation could support an answer about how the characterization of Lina’s private nature contributes to the theme of achieving pride in one’s work through perfecting it. This response receives partial credit.

Response 3

The playwright’s characterization of lina contributes to the theme of the play by showing that you shouldn’t share other peoples secrets of songs because they aren’t yours to share.

The writer does include an accurate answer, inferring how Lina’s characterization contributes to a theme of the play that “you shouldn’t share other peoples secrets of songs because they aren’t yours to share.” This response establishes the theme of being considerate of a friend’s wishes. By mentioning the “secrets of songs,” the writer understands part of Lina’s characterization as someone who is private. Although the writer includes a reference to the play (“they aren’t yours to share”), this reference helps develop the correct answer but does not provide substantial support for the answer. This response receives partial credit.

Response 4

Lina is very humble and dosen't seem like she likes to aruge with people this helps the theme of the play because it helps the reader connet with her more you have more simpathy for her because you understand shes frustrated with her friend for not listen to her. It also helps the theme because it shows that two people who were going through the same sitation have two totally diffrent veiw points.

The writer includes an accurate answer that Lina's characterization shows that friendship sometimes has to navigate a difference in "veiw points." However, no supporting evidence from the play is provided. This response receives partial credit.

Score Point 2

Response 1

The theme of the play is to respect others and what they say, Lina's characterization contributes to this when she says "I asked you not to share those songs with anyone" and when she says "and you did it anyway"

The writer does include an accurate answer that "The theme of the play is to respect others and what they say." Lina's characterization of wanting to maintain her privacy with her songwriting, seen through the quotation "I asked you not to share those songs with anyone," contributes to this theme. The writer does provide directly quoted evidence from the passage that supports the answer, "you did it anyway," referring to Joelle's disrespect of Lina's wishes. This brief quotation is relevant as support for the writer's answer about respecting others. This response receives full credit.

Response 2

In "That's Not What Happened", the playwrights characterization of Lina shows that you should always stick up for yourself especially if it is important to you. In line 47, it informs us that Joelle showed other people songs without Lina's permission. In line 53, Lina is frustrated with Joelle and shares her feelings. Lina sticking up for herself is important because it shows the reader that you have to convey your feelings to other people so that you can be heard. If Lina stayed quiet, Lina's and Joelle friendship could have been strained.

The writer does include an accurate answer that "the playwrights characterization of Lina shows that you should always stick up for yourself especially if it is important to you . . . it shows the reader that you have to convey your feelings to other people so that you can be heard." The writer provides paraphrased evidence from the play that supports the answer ("In line 47, it informs us that Joelle showed other people songs without Lina's permission. In line 53, Lina is frustrated with Joelle and shares her feelings.") This response receives full credit.

Response 3

The playwright's characterization of lina contibutes to the theme of play because they characterize her as shy and this helps the theme because the theme is to not share someone elses things until they allow it. The play states "Its's not about being shy. They are mine", "I'll show the world when i'm ready". This helps the reader understand the theme and if she was not shy then it would not make any sense and the theme would be altered.

The writer does include an accurate answer that "they characterize her as shy and this helps the theme because the theme is to not share someone elses things until they allow it." Lina is "shy" about sharing her unfinished music, establishing a theme of not sharing "someone elses things until they allow it." The writer does provide relevant supporting evidence from the passage in the form of direct quotations ("Its's not about being shy. They are mine" and "I'll show the world when i'm ready"). This response receives full credit.

Response 4

The playwright’s characterization of Lina contributes to the play to show resentfulness and forgiveness. Lina feels as if Joelle had showed her songs to her friends at the campfire on purpose even though she asked her not to do that. Having felt embarrassed, Lina decides not to talk to Joelle for some time. She even goes as far as to decline all of her calls. Eventually she decides to forgive Joelle when she tells her that she won’t show her songs to anyone again. This shows how she felt resentment at first and then forgiveness at the end of the passage.

The writer does include an accurate answer that “The playwright’s characterization of Lina contributes to the play to show resentfulness and forgiveness . . . she felt resentment at first and then forgiveness at the end of the passage.” The ideas of initial resentment and final forgiveness establish a theme of the importance of clear communication between friends. The writer does provide evidence from the passage in the form of paraphrasing the conflict (resentment) and eventual resolution (“Lina feels as if Joelle had showed her songs to her friends at the campfire on purpose even though she asked her not to do that. Having felt embarrassed, Lina decides not to talk to Joelle for some time. She even goes as far as to decline all of her calls. Eventually she decides to forgive Joelle when she tells her that she won’t show her songs to anyone again”). This response receives full credit.

English II Writing Short Constructed Response

English II Writing Short Constructed Response

Passage: "Finding Their Way"

Original Paragraph:

(19) With a desperate tone, Amir explained that he didn't know how to locate the house without it, his phone that had been left at his grandfather's place.

Prompt

Sentence 19 needs to be revised. In the space provided, rewrite sentence 19 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

With a desperate tone, Amir explained that he didn't know how to locate the house without his phone.

The writer does not express the ideas in a clear and effective way. Although all other key aspects of sentence 19 are addressed, the location of where Amir left his phone is not included. The missing information results in an insufficient revision.

Response 2

With a desperate tone, Amir left his phone on his grandfather's kitchen table, so he explained that he didn't know how to locate it without is navigation app.

The writer does not express the ideas in a clear and effective way. The modifier "With a desperate tone" is not used in conjunction with Amir explaining, and it is also unclear what "it" is that Amir is trying to locate.

Response 3

With a desperate tone, Amir explained that he didn't know how to locate the house without his phone who had been left at his granfathers place.

The writer does not express the ideas in a clear and effective way. The confusing use of the pronoun "who" in reference to "phone" introduces an error that makes the sentence neither clear nor effective.

Response 4

Amir was so desparate that he does not know how to locate the house without his phone that he left at this grandfather's house.

The writer does not express the ideas in a clear and effective way. The change from "With a desperate tone" to being "desparate" introduces an error that affects meaning. Leaving out the tone and the act of explaining results in an ineffective sentence revision.

Score Point 1

Response 1

Amir desprerately explaned that he didnt know how to locate the house without the phone that he left at this grandfather’s place.

The writer provides a complete sentence that expresses the ideas in a clear and effective way. The change from “With a desperate tone” to “desprerately explaned [desperately explaned]” does not change meaning. New conventions errors introduced by the writer in punctuation, spelling, or capitalization do not affect the score of this revising task. This response retains the meaning of the original sentence and completes the task.

Response 2

With a desperate tone, Amir explaned that he had left his phone at his grandfather’s place, and didn’t know how to locate the house without it.

The writer provides a complete sentence that expresses the ideas in a clear and effective way. The original error has been fixed, and all the important ideas are included in the revision.

Response 3

With a desperate tone, Amir explaned that his phone had been left at his grandfather’s place and that he didn’t know how to locate the house without it.

The writer provides a complete sentence that expresses the ideas in an effective way. The original error has been fixed, and all the important ideas are included. The writer appropriately uses the conjunction “and” to complete the task.

Response 4

With a desperate tone, Amir explaned that he didn’t know how to locate the house without his phone, which had been left at his grandfather’s place.

The writer provides a complete sentence that expresses the ideas in a clear and effective way. The original error has been fixed, and all the important ideas are included. The writer uses a well-controlled dependent clause with the word “which” to complete the task.