



English I

Constructed Response Scoring Guide

Spring 2023

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 I 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 I Reading Passage
with Extended Constructed
Response and Short
Constructed Response**

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

Back in Time: The National Road by Rickie Longfellow

- 1 The National Road, in many places known as Route 40, was built between 1811 and 1834 to reach the western settlements. It was the first federally funded road in U.S. history. George Washington and Thomas Jefferson believed that a trans-Appalachian road was necessary for unifying the young country. In 1806 Congress authorized construction of the road and President Jefferson signed the act establishing the National Road. It would connect Cumberland, Maryland, to the Ohio River.
- 2 In 1811 the first contract was awarded and the first 10 miles of road built. By 1818 the road was completed to Wheeling, and mail coaches began using the road. By the 1830s the federal government conveyed part of the road's responsibility to the states through which it runs. Tollgates and tollhouses were then built by the states, with the federal government taking responsibility for road repairs.



- 3 As work on the road progressed, a settlement pattern developed that is still visible. Original towns and villages are found along the National Road, many barely touched by the passing of time. The road, also called the Cumberland Road, National Pike, and other names, became Main Street in these early settlements, earning the nickname "The Main Street of America." The height of the National Road's popularity came in 1825 when it was celebrated in song, story, painting, and poetry. During the 1840s popularity soared again. Travelers and drovers, westward bound, crowded the inns and taverns along the route. Huge Conestoga wagons hauled produce from frontier farms to the East Coast, returning with staples such as coffee and sugar for the western settlements. Thousands moved west in covered wagons, and stagecoaches traveled the road, keeping to regular schedules.

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- 4 In the 1870s, however, the railroads came, and some of the excitement faded. In 1912 the road became part of the National Old Trails Road, and its popularity returned in the 1920s with the automobile. Federal aid became available for improvements in the road to accommodate the automobile. In 1926 the road became part of US 40 as a coast-to-coast highway. As the interstate system grew throughout America, interest in the National Road again waned. However, now when we want to have a relaxing journey with some history thrown in, we again travel the National Road. Cameras capture old buildings, bridges, and old stone mile markers. Old brick schoolhouses from early years sporadically dot the countryside, and some are found in the small towns on the National Road. Many are still used, some are converted to a private residence, and others stand abandoned.
- 5 Historic stone bridges on the National Road have their own stories to tell as well as reminding us of the craftsmanship of early engineers. The S Bridge, so named because of its design, stands 4 miles east of Old Washington, Ohio. Built in 1828 as part of the National Road, it is a single arch stone structure. This one of four in the state is deteriorated and is now used for only pedestrian traffic. However, the owners of the bridge are attempting to obtain funding for its restoration. The stone Casselman River Bridge still stands east of Grantsville, Maryland. A product of the early 19th-century federal government improvements program along the National Road, the Casselman River Bridge was constructed from 1813 to 1814. Its 80-foot span, the largest of its type in America, connected Cumberland to the Ohio River. In 1933 a new steel bridge joined the banks of the Casselman River. The old stone bridge, partially restored by the State of Maryland in the 1950s, is now the center of Casselman River Bridge State Park.
- 6 Mile markers have been used in Europe for more than 2,000 years, and our European ancestors continued that tradition here in America. These markers tell travelers how far they are from their destination and were an important icon in early National Road travel. As children we saw them and asked our parents what they were. As adults we nostalgically seek them out for photographing. A drive through National Road towns usually reveals one of these markers, such as the one standing by the historic Red Brick Tavern in Lafayette, Ohio.
- 7 In the 1960s Interstate 70, leaving many businesses by the wayside, bypassed Route 40 and much of the National Road. The emphasis was on faster cars and quicker arrival time. We scurry along at a hurried pace today, but when we want to relax, take our time, and see some sights, we once again travel the National Road. The timeless little villages in quiet hamlets and valleys beckon us to small restaurants for a home-cooked meal and a trip back in time to when the pace of life was slower and less stressful.

“Back in Time: The National Road” by Rickie Longfellow—Public Domain/FHWA

English I Extended Constructed Response

Prompt

Read the article “Back in Time: The National Road.” Based on the information in the article, write a response to the following:

Explain why travelers enjoy using the National Road today.

Write a well-organized essay 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 I 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 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> |

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| | |
|----------|---|
| 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

The "The Main Street of Americ" is a well known road that was used by many travelers where it also stretched from Cumberland, Maryland, and to the Ohio River. This road was also known for moving products to the east coast.

Organization and Development of Ideas: 0

The writer provides a vague statement about the National Road that "'The Main Street of Americ' is a well known road that was used by many travelers. . .," but there is no thesis. Because the response is only two sentences long, there is no organizational structure. In addition, there is no introduction or conclusion. Without a thesis, any evidence from the text ("it also stretched from Cumberland, Maryland, and to the Ohio River") becomes irrelevant. Overall, this 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 trait, the response will also earn 0 points in the Conventions trait.

Response 2

Travelers still like using the national road till this day because back then people had forgot all about it, and people wanted to remember about it so other people could see how it was. It was also known as route 40. Someone had also made a song and story about it, to celebrate that it had returned.

Organization and Development of Ideas: 0

In this response, the writer offers a possible thesis about why travelers enjoy using the National Road today: "people wanted to remember about it so other people could see how it was." However, this idea lacks clarity. Both an introduction and conclusion are missing, and combined with such a brief amount of writing, no organizational structure is evident. For support, the writer uses some information from the text ("It was also known as route 40"; "Someone had also made a song and story about it. . ."), but these are randomly placed with little thought of how they support the thesis. This makes the evidence irrelevant. Overall, this 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 trait, the response will also earn 0 points in the Conventions trait.

Score Point 1

Response 1

People love to use tthe road cause it helps them to get to they're destination and it helps them with goods and its a memory and sometimes you gonna have to use the road cause where you have to go might have to be threw that road and people also love it cause there are some land marks that might stick out to them there are a lot of reason a person can like the road i cant really say cause im not them but you get the point on what im saying

Organization and Development of Ideas: 1

The writer presents the thesis that "People love to use tthe road cause it helps them to get to they're destination . . . and its a memory. . .," but it is not developed appropriately in response to the writing task. Even though a conclusion is present ("i cant really say cause im not them but you get the point on what im saying"), the organization of the writing remains weak. Sentence-to-sentence connections ("cause") are repetitious and do not clarify the relationship among ideas. The writer attempts to support the thesis with a little evidence from the text ("there are some land marks. . ."), but the explanation is vague ("might stick out to them"). In addition, the word choice throughout is vague and impedes the quality and clarity of the essay. Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. There are errors in sentence construction (the entire response is a single run-on sentence), punctuation (there are no commas or periods, "cant," "im"), and grammar ("they're" [instead of their], "its" [instead of it's], "gonna," "threw" [instead of through], "a lot of reason"). The response has many errors, and these errors impact the clarity of the writing and the reader's understanding of the writing.

Response 2

People enjoy using the road now because it was a big part of history long ago and many poeple rememebr it till this day known as many names the main street of america and even know the songs wrote about this road,people use it because they are amazed of what the roads usde to be back in the day but now if you look now there are many roads and how much roads have changed since the 1900s and look at what our roads have become and see how different they are,some people take pictures of it or some just amdire what it used to be then what it is now.

Organization and Development of Ideas: 1

The writer presents the thesis that “People enjoy using the road now because it was a big part of history,” but it is not developed appropriately. The organizing structure is minimal because the introduction and conclusion are weak. The writer provides insufficient evidence to support the thesis (“many names the main street of america”; “songs wrote about this road”; “some people take pictures of it or some just amdire what it used to be then what it is now”) along with irrelevant ideas (“what the roads usde to be . . . see how different they are”). Random details and ineffective sentences limit the expression of ideas and impact the clarity of this response. Overall, this response demonstrates a limited understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. The response is a single run-on sentence. In addition to these errors in sentence construction, there are errors in punctuation (missing commas throughout the response), capitalization (“america”), grammar (“till this day known as many names the main street of america”), and spelling (“poeple,” “rememebr,” “usde,” “amdire”). The response has many errors, and these errors impact the clarity of the writing and the reader’s understanding of the writer’s thoughts.

Score Point 2

Response 1

Today we will use the national road if want relax and take your time and see some sights because today the national road isn't busy as much as back then.

If you want to have A road trip with your famiyl and once again travel the National Road and feel nostalgically while riding on it.

This trip will be slower and less stressful because the fast paste high ways are the ones now days being used and the National road is not fast paste and is chill and relaxed.

This is why Travelers use and enjoy the national road.

Organization and Development of Ideas: 1

The writer presents the thesis that “we will use the national road if want relax and take your time and see some sights,” but this idea is not developed appropriately. The organizing structure is minimal with a limited introduction and conclusion. Transitions to better connect ideas are missing. The writer presents an insufficient explanation of the evidence to support the thesis (“If you want to have A road trip . . . and feel nostalgically while riding on it”; “This trip will be . . . less stressful”). Sentences and phrases interfere with the writer’s intended meaning (“the fast paste high ways are the ones now days being used”), impacting the clarity of the response. The response reflects a limited understanding of the writing purpose.

Conventions: 1

The writer demonstrates inconsistent command of grade-level-appropriate conventions. There are errors in sentence construction (the second sentence is a fragment), capitalization (“national road,” “road,” “Travelers”), grammar (“if want relax,” “now days”), and spelling (“famiyl,” “paste” [paced], “high ways”). The response has several errors, but the reader can understand the writer’s thoughts.

Response 2

travelers enjoy the national road in current times because of sights and also the history behind it

they enjoy the sights because of the line 'but when we want to relax, take our time, and see some sights, we once again travel the national road' this line shows that people enjoy the sights more than the length of the road.

they also enjoy the history behind it, somewhere in the passage that proves this is when it says 'Historic stone bridges on the national road have their own stories to tell as well as reminding us of the craftsmanship of the early engineers' this is a reason why people enjoy the history

all this proves that though its not the fastest methods its still very enjoyable in current times

Organization and Development of Ideas: 2

The writer presents the partially developed thesis that “travelers enjoy the national road in current times because of sights and also the history behind it.” The organizing structure has an introductory sentence, a concluding sentence, and basic sentence-to-sentence connections (“this line shows,” “also,” “this proves”). The first idea the writer presents, “they enjoy the sights,” is not clearly relevant (“but when we want to relax . . . we once again travel the national road”). The second idea the writer presents, “they also enjoy the history,” is not fully developed (“Historic stone bridges on the national road . . . reminding us of the craftsmanship of the early engineers”). The evidence provided here is insufficiently explained (“this is a reason why people enjoy the history”). Sentences and phrases are at times ineffective and may interfere with the writer’s intended meaning. Overall, this response represents a partial understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. There are errors in sentence construction, punctuation (missing end punctuation throughout the response, “engineers”), capitalization (except for “Historic,” words are not capitalized), and spelling (“travel”). The response has many errors, and these errors impact the clarity of the writing and the reader’s understanding of the writing.

Score Point 3

Response 1

Many people enjoy using the National Road nowadays for either historic, nostalgic, or traveling reasons. Back in the day however, people used this road to also travel and get to western settlements. Throughout it's time, the Historic National Road was used many times by many different people, and it was useful to everyone. The National Road is a pretty respectful part of history, and it's fascinating how it is still used to this day.

Organization and Development of Ideas: 1

In this response, the writer presents the thesis that “Many people enjoy using the National Road nowadays for either historic, nostalgic, or traveling reasons,” but it is not developed. While there is an introduction and conclusion, they are minimal, and the organization remains weak. Little text-based evidence is presented to support the thesis (“people used this road to also travel and get to western settlements”), and its explanation is insufficient (“the Historic National Road was used many times by many different people, and it was useful to everyone”). In addition, word choice is often limited (“many times,” “useful to everyone,” “pretty respectful”). Overall, the response represents a limited understanding of the writing purpose.

Conventions: 2

The writing demonstrates a consistent command of grade-level-appropriate conventions. While there are a few misspelled words (“nostalgic,” “fascinating”) and a missing comma (“day however”), sentence construction, punctuation, capitalization, and grammar are mostly correct. The response has few errors, and those errors do not impact the clarity of the writing.

Response 2

Travelers enjoy using the national road today because,people get to see at the sights,and also the timeless little villages in a quiet hamlets and small little restaurants.

First,looking at nice sights from the first national road,it is a nice a experice and less stressful, For examplm i once went to go ride horse at this old West little town and it was the best! you get to enjoy the slow ride, enjoy looking at the small little towns,restaurants,gas stations, old house, and also just think about the past of how things where back then.

Second, the national road is known for one of the first streest in US history so why not go and enjoy a little nice ride with your family.Many people go to enjoy the ride.For example i onced went to Route 40 and it was best ! you get to just relax and also helps you be less stressfull, We would also take Route 40 to travel from Virginia to Indiana or Missoouri from time to time.

Lastly, By justt looking at nice vews and just having a nice little trip with family it can be less strefull and a fun trip for your family, so what are you waiting for why not come and enjoy the good old National Road.

Organization and Development of Ideas: 2

The writer presents the partially developed thesis that “Travelers enjoy using the national road today because,people get to see at the sights . . .” The organizing structure has an introduction and conclusion with basic transitions between paragraphs (“First,” “Second,” “Lastly”) and repetitive transitions within paragraphs (“For example”). The response includes some relevant evidence from the text (“less stressful”; “small little towns,restaurants,gas stations, old house . . .”; “take Route 40 to travel from Virginia to Indiana or Missoouri . . .”), which is not fully developed because it is insufficiently explained (“you get to enjoy the slow ride . . . and also just think about the past”). The writer includes a couple of personal examples and a call to action, which are not clearly relevant to the thesis. The word choice is repetitive (“nice”) and may be general (“things”), weakening the writer’s message. Overall, this response represents a partial understanding of the writing purpose.

Conventions: 1

The writing demonstrates an inconsistent command of grade-level-appropriate conventions. There are errors in sentence construction and punctuation (“stressful, For”; “stressfull, We”), capitalization (“national road,” “i,” “was best ! you,” “West”), grammar (“see at the,” “go ride horse,” “i onced went”), and spelling (“experice,” “examplm,” “streest,” “stressfull,” “Missoouri,” “justt,” “strefull”). The response has several errors, but the reader can still understand the writer’s thoughts.

Response 3

Many pass the National Road, but not many actually use it. The National Road goes through many very old towns and passes many, old structures. People who want to relax and just, see new things take this route.

" However, now when we want to have relaxing journey wit some history thrown in, we again travel the National Road. Cameras capture old buildings, bridges, and old stone mile markers."when people want to relax and dont mind the extra few minutes they travel the National Road. They do this because of all the historic things they will see.The abandoned towns, buildings, and old stone structures. Seeing new sites can sometimes excite people and they want to explore new things.This road is perfect for that becuase of the abonded structes and twons.

" We scurry along at a hurried pace today, ut when we want to relax,take our time, and see some sights, we once again travel the National Road."So many people just want to get to their destination so they take Interstate 70 because it is alot faster.Others aren't in such a hurry so they take Route 40,or, known as the National RoadThey do this because of simply wanting to relax and see new things that where built before they were even born. They date back to 1811 or older and some people would rather see that then the newest movie or play a video game. Some actually enjoy history and find it intriguing to get the chance to xlpore.

Taking Route 40 can just, give you a chance to destress and relax.You can see so many new things aswell as spend time with your family while on a road trip. Seeing new things can be exciting ,but, some people just wanna a second away from reality. No matter which one you are looking for the National Road is for you.

Organization and Development of Ideas: 3

The writer offers a clear thesis that people enjoy using the National Road because they "want to relax and just, see new things." The response has an introduction in the first paragraph and an effective conclusion in the final paragraph. The organizational structure appropriately and effectively supports the development of the thesis and includes sentence-to-sentence transitions to connect ideas ("They do this because," "Seeing new things"). The writer quotes relevant, text-based evidence to support the thesis ("want to have relaxing journey wit some history thrown in"; "abandoned towns, buildings, and old stone structures"; " We scurry along at a hurried pace today, ut when we want to relax . . ."). In addition, the writer clearly explains ("Seeing new sites can sometimes excite people . . . abonded structes and twons"; "wanting to relax and see new things that where built before they were even born"; "spend time with your family while on a road trip"). The expression of ideas is clear because the word choice is specific ("actually," "intriguing," "destress," "a second away from reality"), 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 with a sentence fragment (“The abandoned towns, buildings, and old stone structures”) and a run-on sentence (“Others aren’t in such a hurry . . . National RoadThey do this because of simply wanting to relax . . . built before they were even born”). There are also errors in punctuation with unnecessary commas (“old towns and passes ,many, old structures”; “want to relax and ,just, see new things”; “take Route 40,or, known as”; “Taking Route 40 can ,just, give you”; “can be exciting ,but, some people”), missing commas (“So many people just want to get to their destination[,] so they . . .”; “No matter which one you are looking for[,] the . . . is for you”), and a missing apostrophe (dont). In addition, errors in capitalization (“mile markers.`when people”), grammar (“new things that where,” “rather see that then the newest movie,” “just wanna a second”), and spelling (“wit[h],” “capture,” “becuase,” “abonded,” “structes,” “twons,” “[b]ut,” “alot,” “explpore”) 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

Travelers enjoy using the National road today because they would like to try new food and see some sights.

Trying new food is always exciting. Eating the same food from home could get a bit boring. So, it is always fun to try new meals. In this article, the author states, "The timeless little villages in quiet hamlets and valleys beckon us to small restraunts for a home-cooked meal. This demonstrates that travelers like to take advantage of using the National road to try new dishes.

Tourists travel the National Road today to see the different scenery it provides. We could all use a change in scenery these days. In this article, the writer says, "Historic bridges on the National Road have their own stories to tell as as reminding us of the craftsmanship of early engineers." Some people are intrested in those topics. They like to see historic bridges. This shows that travelers like to visit the National road to see some sights. It also states, " Cameras capture old buildings, bridges, and old stone mile makers." This shows that the National Road is scenic and provides travelers the oppurtunity to see different scenes.

In conclusion, there are many reasons why tourists enjoy using the National Roads. These are just some of them.

Organization and Development of Ideas: 2

In this response, the writer presents the thesis that "Travelers enjoy using the National road today because they would like to try new food and see some sights." However, it is not fully developed. A purposeful structure is evident with an introduction and conclusion. The next two paragraphs that follow the introduction discuss the thesis ("try new food," "see some sights"), but connections between sentences and paragraphs are not always effective due to a partial use of meaningful transitions. The writer includes some text-based evidence but only partially explains it ("Eating the same food from home could get a bit boring"; "This demonstrates that travelers like to take advantage of using the National road to try new dishes"; "Tourists travel . . . to see the different scenery it provides"; "This shows that the National Road is scenic and provides . . . different scenes"). Overall, this response demonstrates a partial understanding of the writing purpose.

Conventions: 2

The writing demonstrates consistent command of grade-level-appropriate conventions. There are errors in capitalization ("National road") and spelling ("restraunts," "intrested," "oppurtunity"). The response has few errors, and those errors do not impact the clarity of the writing.

Response 2

As the Old National road was built many people used it to travel across the country now days it is also a tourist attraction a very popular one that is. The reason for Old National Road for being so popular is the numerous land marks and its historical signifigance.

Old Natinol road goes through many states and in those states there is land marks such as the Red Brick Tavern in Lafayette, Ohio. There is many more historical land marks that are across the road that tourist and Amercan citizents will travel to go see the land marks they will also enjoy some nostalgia as they tavel across old Natinoal road. There is also planety of gas stations across and restranouts that the tourist can stop at and not have to leave the road to eat and get gas.

Another main reason its so popular is the historcal signifigance it has it is the first goverment founded project in america and many histoians and people who enjoy history will travel it and see the old towns and can get more knowledge of what life was back then. They can study it and compare it life now days and see the difrence. The history enjoyers will love to see the rich history that is along the road such as the Casselman river bridge built in early 19th centry and many more histoical sites.

There is many thingd to see and do on Old National Road that it attracts many people from historians to people on a road trip to come and visit it has many things to do so it will always stay popular through out America and will always attract many people eac year

Organization and Development of Ideas: 3

In this response, the writer provides the clearly identifiable thesis that “The reason for Old National Road for being so popular is the numerous land marks and its historical signifigance.” The organizational structure is purposeful and includes an effective introduction and conclusion. The evidence is specific, well-chosen, and relevant (“it is the first goverment founded project in america. . .”), and the writer clearly explains it (“many histoians . . . will travel it and see the old towns and can get more knowledge of what life was back then. They can study it and . . . see the difrence”). The expression of ideas is clear and effective. Overall, this response represents a thorough understanding of the writing purpose.

Conventions: 1

The writing demonstrates inconsistent command of grade-level-appropriate conventions. There are errors in sentence construction (“As the Old National road was built . . . across the country now days it is also a tourist attraction a very popular one that is”), capitalization (“Old National road,” “america”), grammar (“there is land marks,” “that tourist . . . will travel,” “There is also planet,” “reason its so”), and spelling (“signifigance,” “Natinol,” “Amercan,” “citizens,” “Natinoal,” “land marks,” “planety,” “restranouts,” “historcal,” “goverment,” “histoians,” “difrence,” “histoical,” “thingd,” “attract,” “eac”). The response has several errors, but the reader can understand the writer’s ideas.

Score Point 5

Response 1

The National Road is not just of historical significance, but also highlights the importance and nostalgic factor it holds in the hearts of many citizens of the United States, the main reason it is so coveted in the history of the country. It's a road that's paved with memories and landmarks that have all individually earned a place in the history of the U.S., striking a chord in those who witness this historical landmark, no matter their age.

Ever since the beginning of the road's construction in the early 1800s, it played an irreplaceable role in the infrastructural development of a young U.S. at the time. Its very first usage was by mail coaches, followed by settlers bound for promises of gold along the sun-baked West Coast, wagons brimming with produce and goods, along with stagecoaches and automobiles alike, even with the construction of railroads. "Original towns and villages" developed along this bustling road, which was deemed "The Main Street of America" by many. In fact, a vast majority of the towns founded by the road have "barely [been] touched by the passing of time", and still stand to this very day.

This road's popularity has ebbed and flowed, beginning from the boom in popularity at the very start of its usage, where it was "celebrated in song, story, painting, and poetry". It was a near and dear part in the heart of many Americans. Even when the railroads were constructed and the attention was turned, the creation of the automobile once again stirred up the people's feelings and deep-rooted connection to this road that holds so many memories.

The National Road may not be the newest in technology, but the reason it has remained so prevalent to many Americans is due to the image it has created for itself: one of the most prominent historical landmarks in the country that led to the founding of many important towns and played a memorable role in the early stages of a blossoming, fresh-faced United States. Travelers who have the opportunity to witness the road can almost immerse themselves in the experience and emotional depth of a place "back in time", where transportation relied solely on wagons traversing and trundling along this time-weathered road. Its a place that is chock-full of historical nostalgia and has carved out a road-shaped space for itself in the heart of America and all who are able to experience a part of the history the National Road initiated.

Organization and Development of Ideas: 3

The writer establishes the clear thesis in the introduction that “The National Road is not just of historical significance, but also highlights the importance and nostalgic factor it holds in the hearts of many citizens of the United States, the main reason it is so coveted . . .,” and returns to it in the final sentence. The writer’s focus is consistent throughout, creating a response that is unified and easy to follow. The organizational structure is appropriate with an effective introduction and conclusion and a logical progression of ideas that supports the development of the thesis. The writer uses specific evidence and clearly explains it in the final paragraph (“The National Road may not be the newest in technology, but the reason . . . experience a part of the history the National Road initiated”). Throughout the response the writer uses specific word choice and phrases that enhance the clarity of the message (“coveted,” “paved with memories,” “striking a chord,” “brimming,” “bustling,” “deep-rooted connection,” “trundling along this time-weathered road”). This response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writing demonstrates a consistent command of grade-level-appropriate conventions. An error in punctuation (“Its a place” [It’s a place]) is present. The response has few errors, and those errors do not impact the clarity of the writing.

Response 2

The National Road, also dubbed "The Main Street of America" during its heyday, was a groundbreaking innovation by the federal government to increase transportation efficiency, connect the American states to one another, and encourage settlement throughout the country. But as technology continued to develop after its creation, the National Road no longer served the same purpose. Now, the Road is a commemoration of American history and a time capsule to earlier days.

Few countries appreciate their own history more than America. Scattered across the fifty states are history museums, reenactment troupes, and historical documentaries that all cherish the same thing - the shared history between all in the United States. Created in the nineteenth century by US President Jefferson - an iconic part of American history in his own right - the National Road was a critical example of the glorification of America's spread from the East Coast to the West. In his article about this transportation innovation, Rickie Longfellow states that "Travelers and drovers, westward bound, crowded the inns and taverns along the route." This Westward Expansion, a Manifest Destiny-driven settlement of new American states from the eighteenth to the twentieth centuries is a monumental period in American history, and one that was both encapsulated perfectly and spurred on by the National Road. Because of this critical part in the American story, history buffs and interested citizens alike may travel along the National Road, to learn more about this critical point in American history.

Another important reason that people make a point of exploring and traveling along the National Road is its preservation. Because of America's aforementioned love for its storied past, there are a few monuments around the world that have been preserved like a fossil in amber - perfect representations of bygone days down to the dust in the air. The National Road is one of these such monuments. Longfellow writes that many locations along the road are "barely touched by the passage of time," a finding that highlights the way American history has been kept alive through such a monument. It is places like these, vibrant remembrances of long-gone eras, that stand out from reenactments or photographs in a museum. To drive the road that once was populated with covered wagons and settlers and to walk through the towns that were quintessentially American at their founding is an experience that draws nostalgics to the National Road time and time again.

Whether it is for history, for identity, or for a rich glimpse at the lives of American forefathers, the National Road is a symbolic member of American culture.

Organization and Development of Ideas: 3

In this highly effective essay, the writer establishes the clear and fully developed thesis that “the Road is a commemoration of American history and a time capsule to earlier days.” The focus on this idea is consistent throughout, creating a response that is unified and easy to follow. The writer includes a meaningful introduction and conclusion while sentences, paragraphs, and ideas are logically connected in purposeful and highly effective ways (“Because of America’s aforementioned love for its storied past, there are a few monuments around the world that have been preserved . . . The National Road is one of these such monuments”). The evidence, well-chosen by the writer, is specific, relevant, and thoroughly explained. For instance, the writer includes the section from the text about travelers being “westward bound” and is described in a way that clearly and consistently supports and develops the idea of the National Road being a “time capsule to earlier days” (“This Westward Expansion, a Manifest Destiny-driven settlement of new American states . . . is a monumental period in American history . . . Because of this critical part in the American story, history buffs and interested citizens alike may travel along the National Road, to learn more about this critical point in American history”). The expression of ideas is also clear and effective because the writer’s word choice is specific, purposeful, and enhances the response (“time capsule,” “Scattered across,” “glorification,” “encapsulated perfectly,” “storied past,” “preserved like a fossil in amber”). Overall, this response reflects a thorough understanding of the writing purpose.

Conventions: 2

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

Simply Me
by Andrea "Vocab" Sanderson

Verse

1

Woke up to an epiphany of who I've become:
The embodiment of my experiences,
coupled with temperance emanated into this song.

I know right where I belong.

- 5 Tucked underneath my skin is the perfect
blend: Grace, wisdom & certainty. My
affirmations match my expectations. My
whole body is an anthem. My heartbeat
keeps the drum. It's so amazing!

Verse

2

- 10 Feeling lush virtuosity. It's
amazing, the blend of fabric
woven meticulously.

I see the good in
me.

- 15 Natural beauty internally, it flows
through fluidly like fine linens of self-
love. Esteeming my heart in high regard
looking above fault lines. No more
earthquakes of criticism & critique.
20 Won't weigh myself against others.

I am
unique.

From SHE LIVES IN MUSIC by Andrea "Vocab" Sanderson, FlowerSong Books. Used by permission of FlowerSong Press.

English I Short Constructed Response

Prompt

Use “Simply Me” to answer the following question.

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

What do the single-sentence stanzas in the poem “Simply Me” help the reader understand? Support your answer with evidence from the poem.

Item-Specific Rubric

Score: 2

A complete response may include, but is not limited to, one of the following responses about what the single-sentence stanzas in the poem "Simply Me" help the reader understand:

- The speaker feels good about herself.
- The speaker is a strong person who knows her mind.
- The speaker reaches conclusions about herself.

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:

The speaker says she knows where she belongs, sees good in herself, and is unique.

- *I know right where I belong.* (line 4)
- *I am/unique.* (lines 21 and 22)

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 what the single-sentence stanzas in the poem "Simply Me" help the reader understand.

Score: 0

No Credit

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

Sample Student Responses

Score Point 0

Response 1

it emphasizes the main ideas of the poem. the other stanzas have multiple concepts but the single stanzas have one.

The writer does not provide an accurate answer, stating “it emphasizes the main ideas.” While a single-line stanza can emphasize a main idea or make it stand out, that does not answer the question. The prompt instructs the writer to answer *what* the single-line stanzas help the reader understand not *how* the single-line stanzas function. The rubric identifies *what* the reader understands as the narrator reaching conclusions about herself, particularly her self-worth. Describing *how* the literary device functions is incorrect.

The writer does not provide any evidence from the poem, either by direct quote or paraphrase, that could support a correct answer.

An accurate answer is not provided. There is no supporting evidence. Score point 0.

Response 2

The feelings in the poem and how fast/slow the narator is talking.

The writer does not provide an accurate answer. The second part of the answer, “how fast/slow the narator is talking,” is describing *how* the single-line stanzas function, which is incorrect. The first part of the answer, “The feelings in the poem,” is an attempt to address *what* the reader understands, but it is too vague. It only addresses generic feelings. The writer does not address the narrator’s conclusions about feelings of self-worth. It is insufficient.

The writer does not provide any evidence from the poem, either by direct quote or paraphrase, that could support a correct answer.

An accurate answer is not provided. There is no supporting evidence. Score point 0.

Response 3

I would add more stuffs or words to my only single sentence so people understand way better than reading a small sentence

The writer does not provide an accurate answer. The second part of the answer, “so people understand way better than reading a small sentence,” is stating *how* the single-line stanza functions, which doesn’t answer the question. The first part of the answer, “I would add more stuffs or words,” is a suggestion on how to improve the single-line stanza. It does not answer the question.

The writer does not provide any evidence from the poem, either by direct quote or paraphrase, that could support a correct answer.

An accurate answer is not provided. There is no supporting evidence. Score point 0.

Response 4

It's about feeling and words

The writer does not provide an accurate answer, stating instead, “It’s about feeling.” This answer is vague and insufficient. The writer does not specify that they are feelings of self-worth.

The writer does not provide any evidence from the poem, either by direct quote or paraphrase, that could support a correct answer.

An accurate answer is not provided. There is no supporting evidence. Score point 0.

Score Point 1

Response 1

it helps the reader understand to never let themself down at any time that they're strong and not let any little thing get on your way and over think

The writer provides an accurate answer (“it helps the reader understand to never let themself down”). It is a reasonable interpretation of what the reader understands, namely about the narrator’s self-worth.

The writer does not accurately provide any evidence from the passage, by quotation or paraphrase, that could support a correct answer. The balance of the response, “they’re strong and not let any little thing get on your way,” is neither a direct quote nor paraphrase of the passage.

The writer provides an accurate answer. There is no supporting evidence. Score point 1.

Response 2

The single sentence stanza in the poem helps the reader by saying that all the beautiful things about her and those are single things that she likes about herself.

The writer provides an accurate answer (“all the beautiful things about her and those are single things that she likes about herself”). Both of those ideas answer the question about what the reader understands.

The writer does not provide any evidence from the poem, either by direct quote or paraphrase, that could support a correct answer.

The writer provides an accurate answer. There is no supporting evidence. Score point 1.

Response 3

Esteeming my herat in high regard looking above fault lines. Also no more earthquakes of criticism & critique.

The writer does not provide an accurate answer. There is no stand-alone answer.

The writer provides accurate evidence. The writer quotes lines 17, 18, and 19, “Esteeming my herat . . . of criticism & critique.” While this evidence is not one of the single-line stanzas, it is evidence that could accurately support the correct answer that the narrator feels good about herself.

The writer does not provide an accurate answer. There is accurate evidence that could support a correct answer. Score point 1.

Response 4

that even if others can't see your worth you can. you are unique and you need to see the good in yourself

The writer provides an accurate answer (“that even if others can’t see your worth you can. you are unique and you need to see the good in yourself”). Both sentences would earn the correct answer point.

The writer does not provide accurate evidence. While the phrase “you are unique” might be construed as a paraphrase of line 21 and earn the evidence credit, it is insufficient here. The “unique” phrasing here is embedded as part of the answer. It is not presented as supporting evidence.

The writer provides an accurate answer. There is no supporting evidence. Score point 1.

Score Point 2

Response 1

It helps the reader understand that everyone is different and there is nothing to be ashamed of. She says "I see the good in me." and "I am unique." which helps prove my statement.

The writer provides an accurate answer ("that everyone is different and there is nothing to be ashamed of").

The writer accurately quotes evidence from the passage that supports a correct answer. The writer quotes two of the single-line stanzas. Per the rubric, just one quotation of the single-line stanzas is sufficient to earn the evidence point.

The writer provides an accurate answer. The writer provides accurate supporting evidence. Score point 2.

Response 2

It helps the reader understand what the speaker feels about themselves and that they're okay and happy with who they're. When it says "I see good in me" It shows she is confident and comfortable in her own skin.

The writer provides two accurate answers ("they're okay and happy with who they're"; "she is confident and comfortable in her own skin"). The first phrase, "It helps the reader understand what the speaker feels about themselves," requires additional explanation, but this writer clarifies the specific aspects of what the narrator feels with the above answers.

The writer accurately provides evidence from the passage, by quotation, that supports a correct answer. "When it says 'I see good in me'" is one of the single-line stanzas.

The writer provides an accurate answer. The writer provides accurate supporting evidence. Score point 2.

Response 3

They help the reader understand the tone of the poem. "I see the good in me" this shows that the authors tone is self confident

The writer provides an accurate answer ("this shows that the authors tone is self confident") and successfully answers *what* the reader understands about the narrator. The first part of the answer, "They help the reader understand the tone of the poem," is *how* the single-line stanzas function. It is incorrect.

The writer accurately provides evidence from the passage ("I see the good in me").

The writer provides an accurate answer. The writer provides accurate supporting evidence. Score point 2.

Response 4

The single-sentence stanzas in the poem help the reader understand that she finally recognizing who she is. The first single sentence stanza says, "I know right where I belong." From what is sounds like, she is experiencing growth and the reader can read how much she's understanding that she is her and nobody else. The second single sentence stanza says, "I see the good in me." That gave me a better understanding of where she was at that point because she positively sees... her. Not anyone else. Just her.

The writer provides an accurate answer ("that she finally recognizing who she is").

The writer accurately provides evidence from the passage. ("I know right where I belong.")

The writer provides an accurate answer. The writer provides accurate supporting evidence.
Score point 2.

English I Writing Short Constructed Response

English I Writing Short Constructed Response

Passage: "Babysitting Pedro"

Original Paragraph:

(5) "Oh, me too," Julian responded teasingly, his face buried in his hands. (6) Then he quickly apologized. (7) He didn't want his mother to have the opportunity to scold him for a disrespectful attitude.

Prompt

In the box provided, combine the ideas in sentences 6 and 7 to create one clear and effective sentence.

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

Julian didn't want his mom to have a chanceto tell hime to watch his cousin carlos.

The writer does not express ideas in a clear and effective way. Sentence 6 was omitted, and the meaning of sentence 7 has been changed.

Response 2

Apologizing quickly to avoid a scold about disrespect from his mother.

The writer does not express ideas in a clear and effective way. The response is a sentence fragment, and it is not clear who is being disrespectful (the person apologizing or the mother).

Response 3

Im sorry, I didnt want your mother to scold him for a disrespectful attitude.

The writer does not express ideas in a clear and effective way. The original meaning of Julian not wanting his mother to scold him has been changed to someone else not wanting Julian to be scolded.

Response 4

Then he quickly apoligized, He didn't want his mother to have the oppertunity to scold him for a disrespectful attitude to her.

The writer does not express ideas in a clear and effective way. By replacing the period between sentences 6 and 7, the writer creates a run-on sentence ("apoligized, He").

Score Point 1

Response 1

Then he quickly apologized since he didn't want his mother to have the opportunity to scold him for having a disrespectful attitude

The writer expresses ideas in a clear and effective way by combining the two sentences with the word *since*. The missing period at the end does not affect the score.

Response 2

he quickly apoligized, because he did not want his mother to get on to him about his attitude.

The writer expresses ideas in a clear and effective way by combining sentences 6 and 7 with the conjunction *because*. The errors in capitalization (“he”) and punctuation (“apoligized,”) do not affect the score.

Response 3

He quickly apologized because he didn't want his mother to have the opportunity to scold him for a disrespectful attitude.

The writer expresses ideas in a clear and effective way by combining sentences 6 and 7 with the subordinating conjunction *because*.

Response 4

Then he quickly apologized; he didn't want his mother to have the oppurtunity to scold him for a disrespectful attitude.

The writer expresses ideas in a clear and effective way by combining both sentences with a semicolon. The semicolon is a stylistic way for writers to link their ideas effectively, and in this case, the writer successfully uses this method to combine the ideas of sentences 6 and 7.