



State of Texas Assessments of Academic Readiness

Grades 3–5

Reading Language Arts

Constructed Response
Scoring Guide

Sample

General Information

Beginning with the 2022–2023 school year, Reading/Language Arts assessments will include an extended-constructed response, or essay, at every grade level. They will also include short-constructed response questions. Students will be asked to write the essay in response to a reading selection and will 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 one extended-constructed response prompt and two short-constructed response prompts from the STAAR reading/language arts grade 3 and grade 5 stand-alone field tests. The prompts are presented as they appeared on the field test, and responses were scored based on the rubrics included in this guide, which were developed with the input of Texas educators. Essays will be scored using a five-point rubric. Short-constructed responses in the reading domain will be scored using a two-point prompt-specific rubric. Short-constructed responses in the writing domain will be scored using a one-point rubric.

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

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

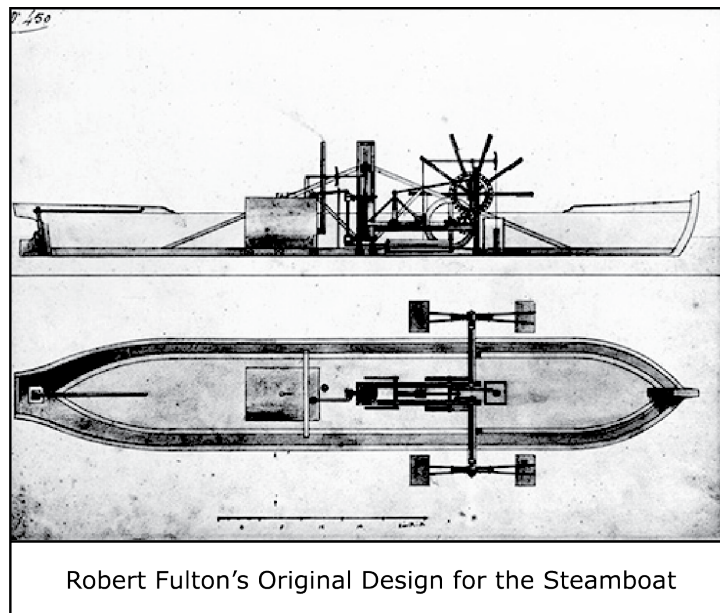
Grade 5 Reading Passage with Short Constructed Response and Extended Constructed Response

Steam and Sail

- 1 Many people recognize that the growth of the railroads in the 1800s helped make the United States the country it is today. But railroads were only a piece of a larger puzzle. The United States was built on water as well as on land. Two inventions, the steamboat and the clipper ship, brought major changes to the country in the 1800s.

Full Steam Ahead

- 2 On August 17, 1807, inventor Robert Fulton revealed his latest creation. It was a steamboat called the Clermont. The Clermont used a steam engine to drive paddle wheels on the sides of the boat. Fulton’s boat sailed up the Hudson River from New York City to the state capital, Albany. The Clermont kept up a steady pace of 5 miles per hour against the flow of the river. The trip normally took most of a week. The Clermont did it in a day and a half.

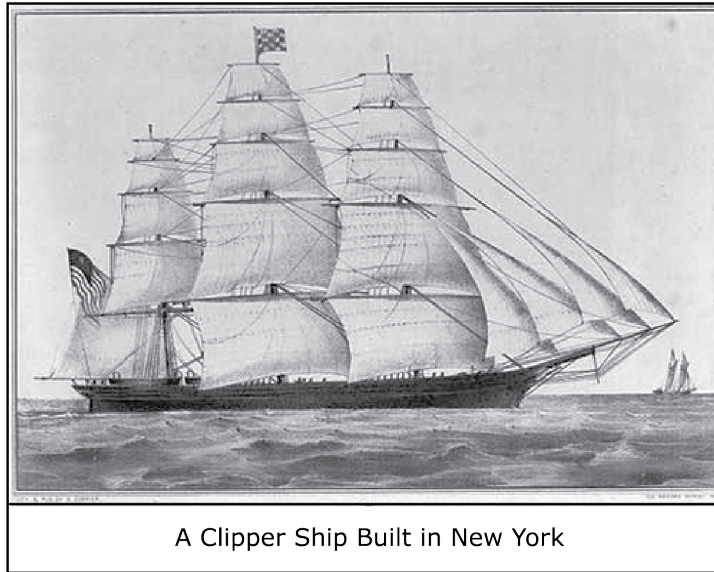


Robert Fulton’s Original Design for the Steamboat

- 3 After Fulton’s success, people across the country started using steamboats. Steamboats were fast. They also had flat bottoms, which allowed them to travel in shallow water. Their speed and special design meant they could carry goods quicker and more cheaply than other boats. This led to trade over long distances using rivers.
- 4 The Mississippi River was particularly important for steamboats. The Mississippi and the rivers that feed into it, like the Ohio River, helped steamboats travel deeper into the interior of the country. As a result, trade along the rivers flourished. People built large towns along the rivers where goods were loaded on and off of the steamboats. This drew more people west, expanding where the U.S. population lived.

Tea Races and Gold Rushes

- 5 Across the ocean in Great Britain, demand for tea was at an all-time high. Whoever had the fastest ship could make the most money by bringing their tea to market first. Shipbuilders in Great Britain and the United States started making fast sailing ships. The new ships had as many sails as possible. Some had more than thirty! They were also longer and narrower than older ships. These ships were designed to travel “at a good clip”¹ over ocean waves instead of smacking into them. They were the first clipper ships.



- 6 But why were people building new sailing ships when they could build steamships, which were much larger versions of steamboats that could cross oceans? First, steam power was still new. Early steam engines could fail or explode without warning. Second, steamships needed fuel. That meant stopping many times during a long ocean voyage. Fuel also took up space that could be used for cargo.
- 7 Third, sailing ships were still faster than steamships. Steamships could not keep up. Early American clippers like the *Rainbow*, built in 1845, quickly set speed records wherever they went. The first American clipper to bring tea to London made the trip a month faster than older ships. Clippers were soon competing in “tea races” to get their tea to London first.
- 8 Clippers also used that same speed in and around the United States. Gold was discovered in California in 1848. Thousands of people traveled to San Francisco to seek their fortunes. That was the Gold Rush. Many of those people traveled by sea, and the fastest way to do that was by clipper. Getting there faster meant that you had a better chance of finding gold before someone else did. Clippers also brought huge amounts of supplies to the growing city.

¹ To move “at a good clip” means to move at a fast pace.

The Next Big Things

- 9 As time went on, both clippers and steamboats started to fall out of use. Steamboats were replaced by the expanding railroad. For clippers, the competition came from steamships. Steamships had finally become fast and reliable. When the Suez Canal opened in 1869, people no longer had to sail around Africa to reach China. Eventually, new modes of transportation would be built. All of them would bring changes to the United States.

Grade 5 Reading Short Constructed Response

Prompt: What is the central idea of the article? Support your answer with evidence from the article.

Item-Specific Rubric

Score: 2

A complete response will provide one of the following possible central ideas for “Steam and Sail.”

- Steamboats and clipper ships altered life in the United States significantly.
- Improvements in transportation technology push a society forward.
- As one form of technology improves, it replaces an older form of technology.
- Steamboats and clipper ships changed how people traveled and transported goods.

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:

- Two inventions, the steamboat and the clipper ship, brought major changes to the country in the 1800s. (paragraph 1)
- Their speed and special design meant they could carry goods quicker and more cheaply than other boats. (paragraph 3)
- This led to trade over long distances using rivers. (paragraph 3)
- The Mississippi and the rivers that feed into it, like the Ohio River, helped steamboats travel deeper into the interior of the country. (paragraph 4)
- This drew more people west, expanding where the U.S. population lived. (paragraph 4)
- Many of those people traveled by sea, and the fastest way to do that was by clipper. (paragraph 8)
- Clippers also brought huge amounts of supplies to the growing city. (paragraph 8)
- As time went on, both clippers and steamboats started to fall out of use. (paragraph 9)
- For clippers, the competition came from steamships. (paragraph 9)
- Steamboats, meanwhile, were replaced by the expanding railroad. (paragraph 9)

Evidence is accurately used to support the response.

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

Score: 1

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 that provides a central idea of the article “Steam and Sail.”

Score: 0

The response is incorrect.

The response is not based on the text.

No response is provided.

Sample Student Responses

Score Point 0s

they were trying to get to china

Score Point 0

The writer states (“they were trying to get to china”). The response is incorrect because it is not based on the article and there is no central idea as a reference. The writer has not provided evidence from the article to support the answer.

on august the inventor revealed his last creation.

Score Point 0

The writer states (“on august the inventor revealed his last creation”). The response is incorrect because it is irrelevant text from the stimulus that does not present a central idea from the article. The writer has not provided evidence from the article to support the answer.

Score Point 1s

the central idea of the story is that the steamship and the clipper were very popular ships in the 1800’s but it it took a long time to get to there destansion so someone created the train so that it would be faster to get to there destansion.

Score Point 1

The writer states the central idea is (“that the steamship and the clipper were very popular ships in the 1800’s but it it took a long time to get to there destansion so someone created the train so that it would be faster to get to there destansion”). This is an acceptable answer because (“someone created the train so that it would be faster to get to there destansion”) demonstrates how one form of technology improves and replaces older forms. However, the writer does not provide evidence from the article to support the claim.

To show what the bulk ways of transportation then and now.EX;**As time went on, both clippers and steam boats started to fall out of use.Steam boats were replaced by the expanding railroad.**

Score Point 1

The writer states the central idea is (“to show what the bulk ways of transportation then and now”). This central idea claim is not valid because the statement about the article is unclear and irrelevant. The writer includes relevant evidence (“as time went on, both clippers and steam boats started to fall out of use. Steam boats were replaced by the expanding railroad”), which shows major changes that were made over time.

MANY PEOPLE RECOGNIZE YHAT THE GROWTH OF THE RAILROADS IN THE 1800S HELPED MAKW THE UNITED STATES THE COUNTRY IT IS TODAY. BUT AILROADS WERE ONLY A PIECE OF A LARGER PUZZLE. YHE UNITED STATES WAS BUILT ON WATER AS WELL AS ON LAND. TWO INVENTION, THR SREAMNOAT AND THE CLIPPER SHIP BROUGHT MAJOR CHANGES TO THE COUNTRYIN THE 1800s.

Score Point 1

The writer states the central idea as (“TWO INVENTION, THR SREAMONOAT AND THE CLIPPER SHIP BROUGHT MAJOR CHANGES TO THE COUNTRYIN THE 1800s”). This central idea is copied from paragraph 1 of the article; however, this information is relevant to answering the prompt. No text-based evidence is given to support the central idea that the two inventions brought major changes to the country. The remainder of the response includes irrelevant evidence regarding the growth of the railroads.

Score Point 2s

I think the central idea of this article is to explain the inventions and how they help with transportation. The text states and shows what both of the boats look like and what the boats are capable of, Like how the steam boat can travel in shallow water because of their flat surface the text also states that their soeacil speed and design meant they carry goods quicker. The text says that the clipper ship can get you somewhere a mounth a head of time, can travel OVER ocean waves and the clipper doesn't need fuel to work.

Score Point 2

The writer states the central idea is (“to explain the inventions and how they help with transportation”). This is a clear and acceptable response for the central idea. To show what the boats are capable of, the writer includes relevant paraphrased evidence, (“the steam boat can travel in shallow water because of their flat surface the text also states that their soeacil speed and design meant they carry goods quicker”) and (“clipper ship can get you somewhere a mounth a head of time, can travel OVER ocean waves and the clipper doesn't need fuel to work”).

The central idea of the article is that steamboats and clipper ships helped change the U.S.'s way of travel. In paragraph 2, it says that it took the steamboat a day and half to travel from New York to Albany, rather than most of a week. These new inventions helped the U.S. travel overseas too. The United States build clipper ships to travel over waves rather than smacking into them. This was a lot faster.

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Score Point 2

The writer states the central idea is (“that steamboats and clipper ships helped change the U.S’s way of travel”). This response is an acceptable and identifiable claim for the central idea. The writer includes relevant evidence (“it took the steamboat a day and half to travel from New York to Albany, rather than most of a week”) and (“The United States build clipper ships to travel over waves rather than smacking into them. This was a lot faster”).

Grade 5 Writing Extended Constructed Response

Prompt: Steamboats and clippers were popular forms of transportation in the United States in the 1800s. Explain whether you think the steamboat or the clipper ship changed life in the United States more.

Argumentative/Opinion Writing Rubric

Score Point	Development and Organization of Ideas
3	<ul style="list-style-type: none"> • Argument/opinion is clear and fully developed The argument/opinion 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 argument/opinion. 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 argument/opinion. For pairs in grades 3–5, evidence is drawn from at least one text. The response reflects a thorough understanding of the writing purpose. • Expression of ideas is clear and effective The writer’s word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer’s ideas and contribute to the overall quality of the response and the clarity of the message.
2	<ul style="list-style-type: none"> • Argument/opinion is present and partially developed An argument/opinion 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 be apparent, but it may not be consistent and may not always support the logical development of the argument/opinion. Sentence-to-sentence connections and clarity may be lacking. • Evidence is limited and may include some irrelevant information The response may include some text-based evidence to support the argument/opinion, but it may be insufficiently explained, and/or some evidence may be irrelevant to the argument/opinion. 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.

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

Score Point 0s

I think the Clipper and the Steamboats changed America forever because thanks to those two boats we are making more inventions today then ever.

Organization and Development of Ideas – 0

The claim is evident as the writer states “I think the Clipper and the Steamboats changed America forever because thanks to those two boats we are making more inventions today then ever.” However, this claim is vague because the writer does not identify any inventions inspired by the clipper or the steamboat. In addition, the writer does not explain whether the steamboat or the clipper ship created a greater change in the United States. The response lacks an introduction and a conclusion. With only a single sentence, an organizational structure is not evident. The writer did not provide any evidence to support the claim that both boats encouraged future inventions. 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 of Ideas trait, the response will also earn 0 points in the Conventions trait.

In August 17, 1807 a person named Robert Fulton revealed the Clermont the Clermont was a streamship. The ship had narrow front to go faster in the water. Another boat called the clippers boat. The clipper was built in NY(New York) in 1845. Both of those boats would bring changes to the United states of America.

Organization and Development of Ideas – 0

In this response, the writer states “Both of those boats would bring changes to the United states of America.” However, a claim is not evident because the writer summarizes the excerpt and does not explain which ship created a greater change in the United States. The response lacks an introduction and a conclusion. An organizational structure is not evident as the writer quickly shifts between the steamship and the clipper boat. The writer appears

to provide evidence in favor of the steamship (“the Clermont . . . The ship had narrow front to go faster in the water”) but the clipper had a narrower front; not the steamship. The remainder of the information (“In August . . . the Clermont was a steamship”; “Another boat . . . in 1845”) is 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 of Ideas trait, the response will also earn 0 points in the Conventions trait.

Score Point 1s

i think that the clippers changed life the most because i moved faster than any other boat at that time and it was theright tim to make it because of of the gold rush.

Organization and Development of Ideas – 1

The claim is evident as the writer states “clippers changed life the most.” An introduction and a conclusion are not present. An organizational structure is not evident because the response is a single sentence. The writer provides limited paraphrased evidence (“ . . . moved faster than any other boat at that time”), which is insufficiently explained (“ . . . it was theright tim to make it because of of the gold rush”) because the writer does not clarify that fortune hunters traveling by clipper ships reached San Francisco faster. The expression of ideas is ineffective because the writer’s word choice is limited (“ . . . it was theright tim to make it . . .”). Overall, this response reflects a limited understanding of the writing purpose.

Conventions – 0

The writer demonstrates little to no command of grade-level appropriate conventions with many errors in capitalization (“i think”), grammar (“i moved”), and spelling (“tim”). Because the response is only a single sentence, these errors impact the clarity of the writing and the reader’s understanding of the writing.

in the paragraph steam and sail , i think steamboats do alot more than the clippers because clippers only helped with london , to get tea faster. while steamboats helped alot more than clippers. they helped with people wanting to travel , make new towns and land , help the usa expaned , and they where faster and reliable they where really good use also when the clippers came along , they beat the ‘competition’ in clippers

Organization and Development of Ideas – 1

The claim is evident as the writer states “steamboats helped alot more than clippers.” The introduction includes the claim (“in the paragraph steam and sail . . . to get tea faster”), but no conclusion is present. The organizational structure is minimal as the writer shifts quickly between clipper ships and steamboats. One sentence-to-sentence transition (“while”) assists with organization. Little paraphrased evidence (“they helped with people wanting to travel , make new towns and land , help the usa expaned , and they where faster and reliable”) provides support but is not explained. In addition, the writer includes irrelevant evidence (“when the clippers came along , they beat the ‘competition’ in clippers”) which

does not support the claim that steamboats are helpful. The expression of ideas is ineffective as the writer’s word choice is limited (“people wanting to travel”; “make new towns and land”). Overall, this response reflects a limited understanding of the writing purpose.

Conventions – 0

The writer demonstrates little to no command of grade-level appropriate conventions with many errors in sentence construction with a run-on sentence, no capitalization in the entire response, and spelling (“alot,” “expaned”). These errors impact the clarity of the writing and the reader’s understanding of the writing.

Score Point 2s

Steam Boats and Clipper were two very good transportation boats but I think the clipper changed life in the 1800’s more. I think this because it made a lot of rivalry between everyone. Especially when they found gold in California, because it says in paragraph eight that “Thosands of pepole travled to San Francisco to seek there fortunes.” There could have been thousands of pepole going there. So that is why I think that The clipper changed life back then more than the Steam Boats.

Organization and Development of Ideas – 1

The writer presents the claim “I think the clipper changed life in the 1800’s more.” The response contains a minimal introduction (“Steam Boats and Clipper . . . the clipper changed life in the 1800’s more”) and conclusion (“So that is why . . . the Steam Boats”). The organization is minimal with some sentence-to-sentence transitions (“Especially,” “So that”). The writer provides little text-based evidence (“Thosands of pepole travled to San Francisco to seek there fortunes”) that is insufficiently explained (“I think this because it made a lot of rivalry . . . when they found gold in California”; “There could have been thousands of pepole going there”). The expression of ideas is ineffective because the writer’s word choice is vague (“made a lot of rivalry”; “pepole going there”). Overall, this response reflects a limited understanding of the writing purpose.

Conventions – 1

The writer demonstrates an inconsistent command of grade-level appropriate conventions with several errors in capitalization (“The clipper”) and spelling (“Thosands,” “pepole,” “there fortunes,” “travled”) but the reader can understand the writer’s thoughts.

I claim that in the 18hundreds the clippers wer more usefull because the clippers where maid to battle the taid and the current while the steamboat yes could fight the curennts and tides they could not however sail faster than a clipper in tea races and gold rush it states that people used the clippers because the steam ship could dblow up at any time steamboats also if the engine runs out your stranded unless you swiim back to shore witch is not very safe because of sharks and other sea critters . also during the gold rush most people used clippers because clippers could cut through the tide while steamships had a high chance of blowing . and that is why i think clippers where more ussfull then steam boats and ships.

Organization and Development of Ideas – 2

The claim is evident as the writer states “in the 18hundreds the clippers wer more usefull.” An introduction (“I claim that in the 18hundreds the clippers . . . where maid to battle the taid and the current”) and a conclusion (“that is why i think clippers . . . then steam boats and ships”) are present. The organization is minimal, with some sentence-to-sentence transitions (“while,” “also”). The writer provides relevant paraphrased evidence (“where maid to battle the taid and the current”; “people used the clippers because the steam ship could dblow up at any time”) but insufficiently and inaccurately explains (“your stranded unless you swiim back to shore . . . because of sharks and other sea critters”). The expression of ideas is basic because the writer’s word choice is general (“more usefull”; “used clippers”). Overall, this response reflects a partial understanding of the writing purpose.

Conventions – 0

The writer demonstrates little to no command of grade-level appropriate conventions with many errors in sentence construction (“I claim that in... because of sharks and other sea critters.”), grammar usage (“your stranded”) and spelling (“wer,” “maid,” “taid,” “curennts,” “swiim,” “witch,” “ussfull”). These errors impact the clarity of the writing and the reader’s understanding of the writing.

Score Point 3s

If I had to choose ethier steamboat or clipper ships which one changed america more I would have to say clipper ships because like said in the passage “they quickly set speed records.” which means they are fast so the could help america attack some place we are fighting and hope fully win.They also stated “gold was found in cailoforna in 1848. Thousands of people travel to San Francisco to seek their fortunes.” plus “many of those people travel by sea tand the fast way to get their is by clipper.” Which means that they were very fast and useful to people during the gold rush! The us also had tea races which needs a fast boat like a clipper.Thats why I think clippers are more useful to the us than steam boats.

Organization and Development of Ideas – 2

The writer offers a claim “I would have to say clipper ships because like said in the passage ‘they quickly set speed records.’” An introduction (“If I had to choose . . . set speed records”) and a conclusion (“Thats why . . . than steam boats”) are present. The organization is limited but includes some sentence-to-sentence transitions (“They also”; “plus”; “Which means that”; “Thats why”) but does not always support logical development as the writer quickly shifts ideas, from the speed of the clipper to the gold rush. The writer provides limited quoted (“they quickly set speed records”; “many of those people travel by sea tand the fast way to get their is by clipper”) and paraphrased (“The us also had tea races which needs a fast boat like a clipper”) evidence to support the claim. However, some irrelevant information (“the could help america attack some place”) does not come from the article. The expression of ideas is basic as the writer’s word choice is general and imprecise (“useful to people” “more useful”) at times. Overall, this response reflects a partial understanding of the writing purpose.

Conventions – 1

The writer demonstrates an inconsistent command of grade-level appropriate conventions with several errors in punctuation (missing commas, missing apostrophes “Thats”), capitalization (“america”; “which means”; “calioforna”; “plus “many . . .”; “The us”), grammar (“like said”; “so the could”) and spelling (“ethier,” “cailoforna,” “steam boats”) but the reader can understand the writer’s thoughts.

I think that Clipper’s changed the United states transportation because they were fast and people couldget places faster and it was fun to race in them. They also brought good economy to the contry because they could ship things faster to place’s and ship the good’s to people and make good profit. The clipper’s also helped people get to California during the gold rush because they were so fast they got people there before other’s could get gold that would have been their’s so they served very usefull to people during that time and hade served a great purpose to people for london because people wanted tea as a high demand and whoever got there first with their tea they could go and sell it and make a profit from it. I belive that if these hadn’t been created that we probably woldne’t have as many cities as we did back then right now so those increased how many people came to the U.S. all those years ago and made it their home.I also think that people would not have taken all the gold that was probaly in California too but that isn’t a problem right now I think that everyone would have demanded tea even more to prices soo high that people wouldn’t have had any homes and there would be no profit for people to get but if the stocks were good people got good prices for tea not high ones that they couldn’t pay and whoever got there first got the profit. These are all the things that I belive are benifits of why these are important to the U.S.

Organization and Development of Ideas – 2

The writer offers the claim that “Clipper’s changed the United states transportation because they were fast.” A brief introduction (“I think . . . race in them”) and conclusion (“These are all . . . important to the U.S.”) are present. The organization is limited as the writer shifts ideas between profit and expansion, and then back to profit, with no paragraph-to-paragraph transitions. The writer provides relevant paraphrased evidence (“they could ship things faster”; “helped people get to California . . . because they were so fast”) that is insufficiently explained (“ship the good’s to people and make good profit”; “they got people there before other’s could get gold”). The remainder of the response contains irrelevant information (“I also think that people would not have . . . that they couldn’t pay”) because stocks are not mentioned in the article. The expression of ideas is basic because the persistent focus on profit interferes with the writer’s intended meaning and weakens the message. Overall, this response reflects a partial understanding of the writing purpose.

Conventions – 1

The writer demonstrates an inconsistent command of grade-level appropriate conventions with several errors in sentence construction with run-on sentences (“The clipper’s also . . . profit from it”; “I also think . . . got there first got the profit”), incorrect apostrophes (“place’s” “good’s,” “clipper’s,” “their’s”), capitalization (“Clippers,” “United states,” “london”) and spelling (“contry,” “usefull,” “hade,” “belive,” “probaly,” “benifits”) but the reader can understand the writer’s thoughts.

Score Point 4s

I believe the steamboat was a look into the new age, inventor of the steamboat Robert Fulton was one of the first people to star using technology based machines in the United States. Though it was a clear cut industrial succes the steamboat did cause many other succeses including the elctric car, iphone and many other things we use today.

The clipper was the fastest of its time and in the mid 1800s single handeldy stopped the British from going into debt. The clipper also caused a spike in the americian economy as well, they transported good to California during the gold rush and also helped move goods acroos the east coast as well.

One fatal flaw that caused the clipper to be stuck in the past is its lack of inovation, the Steamboat could be expanded upon but you cant add 30 more sails to a ship that cant have any more.The Steamboat also caused the much more useful steamships which transported goods all along the world.

The steamboat will always be remembered as pushing us through the boundries of human knowledge and through to the world of technological advancemnets we all desire. The clipper will always be an invention built on by great minds. But what woul you rather, a new and revolutionary idea, or a 1700s invention built on a centruy later.

Organization and Development of Ideas – 2

The writer’s claim appears in the last paragraph, “The steamboat will always be remembered as pushing us through the boundries of human knowledge and through to the world of technological advancemnets we all desire.” A purposeful introduction (“I believe the steamboat . . . we use today”) and conclusion (“The steamboat . . . a centruy later”) are present. The organization revolves around profit in paragraph two, and innovation in paragraph three, but the focus becomes inconsistent with the inclusion of (“The Steamboat . . . transported goods all along the world”). The writer takes a unique approach by stating facts about the clipper as compared to the steamboat. Relevant paraphrased evidence is given for the clipper (“was the fastest of its time”; “transported good to California . . . goods acroos the east coast as well”) versus the steamboat (“could be expanded upon”; “transported goods all along the world”). But the evidence is insufficiently explained (“single handeldy stopped . . . caused a spike in the americian economy”; “helped move goods acroos the east coast”). Sometimes the writer’s word choice is specific (“technology based”; “clear cut industrial succes”; “inovation”; “boundries of human knowledge”), but ineffective phrases (“helped move goods acroos the east coast”; “more sails to a ship that cant have any more”; “much more useful steamships”) interfere with the writer’s intended meaning and weaken the message. Overall, the response reflects a partial understanding of the writing purpose.

Conventions – 2

The writer demonstrates a consistent command of grade-level appropriate conventions. A few errors in punctuation (“cant”), capitalization (“americian,” “Steamboat”), grammar (“transported good to”), and spelling (“succes,” “elctric,” “handeldy,” “acroos,” “boundries,” “advancemnets,” “centruy”) do not impact the clarity of the writing.

I think that clippers changed life in the United States they didn't need any fuel, they had more cargo space, they were faster than steam boats. They both traveled in the water but I think that clippers changed life more than steamboats. That's what got people to come to the United States.

Clipper changed life in the United States because they didn't need fuel which means you don't need stop and put fuel in the middle of nowhere. No fuel made a trip faster than using a steamboat because steamboats actually do need fuel so that makes the trip a bit longer. And they wouldn't make faster than a clipper to drop of the tea first.

Steamboats were little but clippers were bigger which meant more cargo space more trading and more money to expand the United States. They could carry all kinds of things to trade and earn money. I think that clipper actually made life in the United States better.

Clippers were fast and had many sails. The faster the better because if you were racing someone to drop of tea you would win if the person had a steam boat because they would have to stop and put fuel many times and you wouldn't because clippers don't need fuel they are wind powered and have thirty or more sails.

I personally think that clippers are better than steamboats and changed life in the United States they are better in many different ways they don't need fuel, they have more cargo space, they go faster than steamboats. My opinion is that they really really changed life in the United States

Organization and Development of Ideas – 3

The writer offers the clear claim, "I think that clippers changed life in the United States they didn't need any fuel, they had more cargo space, they were faster than steam boats." An introduction ("I think . . . come to the United States") and a conclusion ("I personally think . . . changed life in the United States") are evident. The organization effectively supports the development by dedicating each paragraph to the ideas listed in the claim. The writer provides relevant paraphrased evidence ("didn't need fuel"; "where bigger which meant more cargo space"; "where fast and had many sails") that clearly explains how clippers changed life in the United States ("steamboats actually do need fuel so that makes the trip a bit longer"; "more cargo space more trading"; "if you were racing someone to drop of tea you would win"). The expression of ideas is effective because all sentences convey the writer's ideas and contribute to the clarity of the message. Overall, this response reflects a thorough understanding of the writing purpose.

Conventions – 1

The writer demonstrates an inconsistent command of grade-level appropriate conventions with several errors in punctuation with missing apostrophes ("That's"), capitalization ("United States"), grammar ("faster than steam boats"; "drop of the tea"), and spelling ("no where," "actually," "trading," "United") but the reader can understand the writer's thoughts.

Score Point 5s

There were many ships, railroads, and other kinds of transportation that helped change and modernize the United States more. In that specifically, ships. Now there are many kinds of boats and ships, but I think that the clipper ship changed the United States more. 1. It helped to bring tea to countries in a much faster way. 2. Ships that sail were a lot faster than the ships that use steam.

First of all, the clipper ship helped bring tea to countries in a much faster way. Tea was in a greater demand for an all-time high. So, the clipper ships helped bring those tea in a much faster way and could handle many sails! Some ships had more than thirty sails! The first american clipper ship made the trip to London a month faster than the older ships.

Lastly, Ships that sail were a lot faster than the ships that used steam. Steam ships could not keep up at all with the clipper ships. Early Amrican clipper ships, such as the Rainbow which was built in 1845, quickly set speed records wherever it went! Soon, these ships were racing to see who could reach to London and give the markets the tea first!

In conclusion, I think that clipper ships helped changed the United states more. That's because it helped to bring tea to countries in a much faster way, and ships that sail were much faster than ships that used steam. So, do your part in honoring the clipper ships and thank it for bringing all these good changes to our country!

Organization and Development of Ideas – 3

The writer offers the clear claim, “the clipper ship changed the United States more. 1. It helped to bring tea to countries in a much faster way. 2. Ships that sail were a lot faster than the ships that use steam.” An effective introduction (“There were many ships . . . that use steam”) and conclusion (“In conclusion . . . changes to our country!”) are evident. The organization effectively supports the development of the argument by grouping each idea into paragraphs two and three. In addition, paragraph-to-paragraph transitions (“First of all”; “Lastly”; “In conclusion”) aid with organization. The writer provides relevant quoted evidence (“The first american clipper ship . . . faster than the older ships”; “Early Amrican clipper ships, . . . set speed records wherever it went!”) that is clearly explained (“helped bring tea to countries in a much faster way”; “ships were racing . . . give the markets the tea first!”). The expression of ideas is clear and effective because the writer’s word choice is specific (“modernize,” “honoring”) and almost all sentences and phrases are effectively crafted to convey the writer’s ideas. Overall, this response reflects a thorough understanding of the writing purpose.

Conventions – 2

The writer demonstrates a consistent command of grade-level appropriate conventions. A few errors in capitalization (“american”; “Lastly, Ships”; “United states”), grammar (“in a greater”; “reach to London”; “thank it for”), and spelling (“Amrican”) do not impact the clarity of the writing.

In my opinion I think that steamboats changed more live's than the clipper did. This in because they are fast and can travel quickly through the water. They helped bring goods to other parts of the country to build large towns along the river. They can hold a lot of cargo and sometimes would trade with people along the way. The Steamboats set a record of time of traveling from the Hudson River to Albany, New York in just a day and a half.

First, steamboats helped bring goods along the water to builders that are building towns. The boats were quick so it would help the constrution workers build the towns faster so that citizens could live in the houses and continue with their life. This changes peoples lives because they can live in houses so they can be protected and can survive.

Next, steamboats can hold a lot of cargo. The cargo helps with construction miles away. The steamboat can deliver cargo to other people miles away for food or supplies. This will help people miles away get what they need to live and grow. Some people would trade with the cargo on steamboats. This would help by making less trips from here or there.

Last, steamboats held a record time of going from the Hudson River to Albany, New York. This trip only took a day and a half when it usually was a week to get there from the Hudson River. This helps people because there is faster transportation. Faster transportation will help people get from a place to another place very quickly.

To sum it up, I think that the steamboat changed more people's lives than the clipper. The steamboat help give supplies from a place to another place. They hold a lot of cargo and some of the cargo is being traded by people along the river that are in need of that certain thing. It also helped people's lives because it set a new record of spped on water which can help people get from one place to another quickly than in a week or two.

Organization and Development of Ideas – 3

The writer offers the clear claim, "I think that steamboats changed more live's than the clipper did." An effective introduction ("In my opinion . . . day and a half") and conclusion ("To sum it up, . . . in a week or two") are evident. The organizational structure effectively supports the development of the argument by grouping each idea in paragraphs two, three, and four. In addition, paragraph-to-paragraph transitions ("First," "Next," "Last," "To sum it up") aid with organization. The writer provides relevant paraphrased evidence ("helped bring goods along the water to builders"; "steamboats held a record time of going from the Hudson River to Albany, New York") that is clearly explained ("build the towns faster so that citizens could live in the houses and continue with their life"; "This helps people because there is faster transportation"). The expression of ideas is clear as almost all sentences and phrases are effectively crafted to convey the writer's idea and contribute to the clarity of the message. Overall, this response reflects a thorough understanding of the writing purpose.

Conventions – 2

The writer demonstrates a consistent command of grade-level appropriate conventions. A few errors in punctuation ("live's," "peoples"), capitalization ("The Steamboats"), grammar ("from a place to another place"), and spelling ("constrution," "spped") do not impact the clarity of the writing.

Grade 3 Writing Short Constructed Response

Grade 3 Writing Short Constructed Response

Article: “Thank You Letter”

Original Paragraph:

(8) I really liked your uniform too. (9) The fireproof jacket was the coolest part. (10) Thanks for letting me wear it for a few minutes. (11) I could not believe how heavy it was. (12) It was way too big for me. (13) It made me feel strong and powerful. (14) I’m glad you can wear something that helps keep you safe.

Prompt: Valentina wants to combine the ideas in sentences 12 and 13. In the space provided, write a new sentence that combines these ideas in a clear and effective way.

Item-Specific Rubric

Score: 1

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

Score: 0

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

Sample Student Responses

Score Point 0s

It was to big but cool and made me fell overpowerd.

Score Point 0

This response does not combine ideas in a clear and effective way. The writer correctly added the coordinating conjunction “but.” However, substituting the word “powerful” with “overpowerd” changes the meaning of the sentence.

The jacket you let me put on. That was way to big and heavy for me. But it made me feel strong and powerful.

Score Point 0

This response consists of several sentence fragments that do not combine the ideas in a clear and effective way. The writer uses the correct coordinating conjunction “but” to form a third sentence. However, the revising task requires the writer to combine both ideas into a new sentence.

Score Point 1s

the fireproof jacket didn't fit me that much but it made me fell strong and powerful.

Score Point 1

This response combines ideas clearly and effectively. The writer correctly uses the coordinating conjunction "but" to combine the original sentences. The addition of "fireproof jacket" aids with clarity and changing the wording from "it was way too big for me" to "didn't fit me that much" is acceptable.

The fireproof jacket was to big for me but at the same time it made me feel strong and powerful!

Score Point 1

This response combines ideas clearly and effectively. The writer adds "fireproof jacket" and correctly uses "but at the same time" as the coordinating conjunction between the original sentences.