



State of Texas Assessments of Academic Readiness

# **English I and II**

## 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 three modes: informational, argumentative, or correspondence.

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 English I and English II 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.

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

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## English I Excerpt

While visiting her grandmother’s farm with her husband and her young son, Joshua, Katie finds her grandmother’s journal next to a jar of fireflies.

### **from Tending Roses**

*by Lisa Wingate*

1 The room was quiet and dark. The uneven rhythm of green light drew my attention to the table. Watching the lightning bugs, I stepped closer. The wildflower book was lying open beside the jar.

2 In the glow from the yard light outside, I sat down to read the spidery writing.

3 *When Did the Fireflies Stop Dancing?* I read the title, then looked at the lightning bugs, twinkling as if to a melody I could not hear. I thought of Grandma’s face as she watched them with Joshua, her eyes bright like his, mesmerized, thoughtful, as if she, like Joshua, were trying to figure out the secrets of the world.

4 *When Did the Fireflies Stop Dancing?* I read again, then plunged into the story as the glow flickered against the paper.

5 *I often found moments of silence and solitude as I walked from the barn to the house on that crooked, worn path I had trod a thousand times. In light or darkness, in the damp hours of morning when my feet went silent through the low mist, I knew each step, each rise and fall of ground, each scent that drifted on the air—apple blossoms in the spring, honeysuckle in the hot months, curing hay in the fall . . .*

6 *When my bones were not too weary from work done, and my thoughts not too frazzled from chores left to do, I stopped there and looked over the valley. The breeze combed my hair from my face like my mother’s fingers, whispering of peace, of contentment, of time passing. I looked upon those waving trees, or knobby-legged yearlings in the pasture, or the flowers by the road, and wondered how they grew so tall while my back was to them. Then I turned my back again and hurried on to my tasks.*

7 *I stopped on the path once in the autumn, on a night when the moon was full, like a fresh cake of butter. Below, I saw the farmhouse, saw bits of my life through the windows, heard the faint sounds of my children laughing the way children do—about nothing at all.*

8 *I smiled as I gazed at the moon. There, in soft shades of blue and rose, was the celestial face I once knew from my storybooks. I thought of how many times as a girl I stared into that faraway moon and dreamed impossible dreams—wishing for the same treasures I heard my children ask for when I passed their doors at night. I thought of that part of me that once created bigger worlds and I mourned. . . .*

9 *Through the trees, the light from a nearby farm twinkled as the leaves shivered apart like a curtain. The flicker brought me in mind of neighbors, and then of fireflies. I looked for them in the field, but the darkness was complete. It seemed only a day ago when I ran with my children catching the tiny bits of light to make a lantern jar. Now*

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*the grass contained only the whisper of the breeze. How long had they been gone? Days or weeks, I could not say. I suppose they flew away one night as I lingered over mending, or soiled tableware, or a child's lessons. They flew away while my head was bent to task and took no time to bid good-bye.*

10 *But I knew they bade farewell to my children. I knew my children saw them fly away like sparks from summer's waning flame. My children mourned their passing, as I once had, and knew, I was sure, the very hour when the last of them stopped dancing.*

11 I laid the book on the table and carried the jar outside. In the darkness of the yard, I lifted the lid and promised myself I would remember to look for the fireflies tomorrow night.

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## English I Reading Short Constructed Response

**Prompt:** What does the author’s language in paragraph 8 of the excerpt suggest about Grandma? Support your answer with evidence from the excerpt.

### Item-Specific Rubric

#### Score: 2

A complete response may include, but is not limited to, one of the following responses about what the author's language in paragraph 8 suggests about Grandma:

- This paragraph tells us that Grandma regrets that she let her childhood dreams fade away.
- Paragraph 8 suggests that Grandma remembers what she was like as a child and wishes she were still able to dream.

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 excerpt:

- In the paragraph, Grandma says, “I thought of how many times as a girl I stared into that faraway moon and dreamed impossible dreams.”
- At the end of the paragraph, Grandma talks about how she used to create bigger worlds but now she “mourned,” meaning she regrets that she no longer dreams.
- The paragraph shows that Grandma misses the girl who used to dream and says that she is in mourning about the loss of who she once was.

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 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 author’s language in paragraph 8 suggests about Grandma.

#### Score: 0

The response is incorrect.

The response is not based on the text.

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No response is provided.

## Sample Student Responses

### Score Point 0s

She is sad that she will be leaving soon but she knows that she will be leaving with good memories.

#### *Score Point 0*

The writer states the author's language in paragraph 8 of the excerpt suggests Grandma ("is sad that she will be leaving soon but she knows that she will be leaving with good memories"). This response is incorrect because while Grandma may be sad, it is an incorrect interpretation of paragraph 8 to say Grandma ("will be leaving soon").

the girl was getting memory back for her grandma and wanted to read her diary because she missed the thought of her

#### *Score Point 0*

The writer states Katie ("wanted to read her diary because she missed the thought of her"). The prompt asks the writer to identify what the author's language in paragraph 8 of the excerpt suggests about Grandma. However, this response is incorrect because the writer focuses on Katie and does not correctly interpret paragraph 8. In addition, the writer has not given evidence from the excerpt to support the answer.

### Score Point 1s

It shows that Grandma was very emotional about what she wanted to do in life. Her mind had to be at peace when thinking about dreams she wanted.

#### *Score Point 1*

The writer includes two statements, Grandma ("was very emotional about what she wanted to do in life") and ("Her mind had to be at peace when thinking about dreams she wanted"). Both statements are acceptable interpretations of what the author's language in paragraph 8 suggests about Grandma. However, the writer has not given any evidence from the excerpt to support these answers.

in paragraph 8 line 53 she said she would wish the same things as her kids wish for when she was a child

#### *Score Point 1*

The writer does not include an answer but does provide relevant paraphrased evidence ("she would wish the same things as her kids wish for when she was a child") which answers what the author's language in paragraph 8 suggests about Grandma.



## Score Point 2s

The author's language in paragraph 8 suggest that she misses the days whe she was a child. Being a child brought her so much joy when she would laugh so freely and think of bigger dreams. "I thought of the part of me that once created bigger worlds and I mourned." is evidence that misses the days she was young and full of life.

### *Score Point 2*

The writer states Grandma ("misses the days whe she was a child. Being a child brought her so much joy when she would laugh so freely and think of bigger dreams"). This statement is an acceptable interpretation of what the author's language in paragraph 8 suggests about Grandma. The writer includes relevant quoted evidence to support the response ("I thought of the part of me that once created bigger worlds and I mourned").

The author's language in paragraph 8 suggests that grandma was a dreamer before with a big imagination, just like any kid, but after time passed she stopped dreaming. "I thought of how many times as a girl I stared into that faraway moon and dreamed impossible dreams-" Grandma is thinking about her past and how she was when she was smaller.

### *Score Point 2*

The writer states ("grandma was a dreamer before with a big imagination, just like any kid, but after time passed she stopped dreaming"). This statement is an acceptable interpretation of what the author's language in paragraph 8 suggests about Grandma. The writer includes relevant quoted evidence to support the response ("I thought of how many times as a girl I stared into that faraway moon and dreamed impossible dreams-").

## English I Extended Constructed Response

**Excerpt:** *from* "Tending Roses"

**Prompt:** Explain how reading the journal leads Katie to remind herself to look for fireflies.

### Informational Writing Rubric

Score Point	Organization and Development of Ideas
3	<ul style="list-style-type: none"><li>• <b>Controlling idea/Thesis is clear and fully developed</b> The controlling idea/thesis is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow.</li><li>• <b>Organization is effective</b> A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the controlling idea/thesis. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways.</li><li>• <b>Evidence is specific, well chosen, and relevant</b> The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the controlling idea/thesis. For pairs in grades 6 through EOC, evidence is drawn from both texts. The response reflects a thorough understanding of the writing purpose.</li><li>• <b>Expression of ideas is clear and effective</b> The writer's word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer's ideas and contribute to the overall quality of the response and the clarity of the message.</li></ul>
2	<ul style="list-style-type: none"><li>• <b>Controlling idea/Thesis is present and partially developed</b> 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.</li><li>• <b>Organization is limited</b> A purposeful structure that includes an introduction and conclusion is present. An organizational structure may not be consistent and may not always support the logical development of the controlling idea/thesis. Sentence-to-sentence connections and clarity may be lacking.</li><li>• <b>Evidence is limited and may include some irrelevant information</b> The response may include text-based evidence to support the 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.</li><li>• <b>Expression of ideas is basic</b> The writer's word choice may be general and imprecise and at times may not convey the writer's ideas clearly. Sentences and phrases are at times ineffective and may interfere with the writer's intended meaning and weaken the message.</li></ul>

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

<b>0</b>	<p>Student writing demonstrates <b>little to no command</b> of grade-level-appropriate conventions, including infrequent use of or no evidence of correct:</p> <ul style="list-style-type: none"><li>• sentence construction</li><li>• punctuation</li><li>• capitalization</li><li>• grammar</li><li>• spelling</li></ul> <p>The response has many errors, and these errors impact the clarity of the writing and the reader’s understanding of the writing.</p>
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## Sample Student Responses

### Score Point 0s

The remind her to look at fireflies because they can be more than and animal they can have a way bigger meaning they can be someone trying to communicate with you or stuff like that fireflies are a beautiful animal with a beautiful power they tell her to look at fireflies because her grandma could be telling her something.

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

The writer presents the vague thesis that Katie should “look at fireflies because her grandma could be telling her something.” The response lacks an introduction and a conclusion. An organizational structure is not evident because the response is a single sentence. The thesis is vague because the writer does not specifically state the journal is telling Katie about the importance of making time in her life to enjoy small pleasures such as watching the fireflies. In addition, the writer attempts to provide irrelevant evidence (“they can have a way bigger meaning they can be someone trying to communicate with you or stuff like”) which is also vague. The expression of ideas is unclear (“they can have a way bigger meaning”; “or stuff like that”; “could be telling her something”). 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.

Because it says in the journal that she would remember walking to the barn and just looking around at nature and saying that some time we need to stop and look around at nature and appreciate it.

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

The writer presents the thesis that “some time we need to stop and look around at nature and appreciate it.” The response lacks an introduction and a conclusion. An organizational structure is not evident because the response is a single sentence. Evidence supporting the thesis is not provided. 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**

when she was reading the book she was understanding the value her grandmother had with the fireflies and she learned that her grandmother wanted to tell her that she should follow the idea she had when she was younger and older to have the feeling of she felt the feeling of letting go of the fireflies that were in the jar and then finding them the next day because as a little girl her grandmom was not very lucky as she didn't find the fireflies so katie now is hoping to find them the next day in hopes of full filling her grandmothers dream

*Organization and Development of Ideas – 1*

The writer offers the thesis that Katie should have "the feeling of letting go of the fireflies that were in the jar and then finding them the next day." The response lacks an introduction and a conclusion. An organizational structure is not evident. The writer provides little text-based evidence by paraphrasing ("as she didn't find the fireflies"). The remainder of the information ("grandmom was not very lucky"; "full filling her grandmothers dream") is irrelevant and confusing because the writer may be referring to paragraph 8 of the excerpt where the grandmother remembers her childhood dreams. The expression of ideas is ineffective because the writer's word choice is vague ("understanding the value"; "grandmom was not very lucky"; "full filling her grandmothers dream"). 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 because the entire response is a run-on sentence with no punctuation or capitalization, and spelling ("wih," "fin," "full filling"). These errors impact the clarity of the writing and the reader's understanding of the writing.

her reading the journal has her looking and noticing fire flies more because that is what the book is based on . it reminds her on what she should look and be aware of her surrounding and to pay more attention to things .she actual took a jar ut side to cache some to . she knew taht ther grandma liked and whatched fire flies. the grandma als would cach them .  
by her reading this book it got her to like something and to start doing more of what she hasent done in a very long time . she also has makes more time to do this and think about the book and her grandma .

*Organization and Development of Ideas – 1*

The writer offers the thesis that the journal reminds Katie to "look and be aware of her surrounding and to pay more attention to things ." A brief introduction ("her reading the journal has her looking . . . that is what the book is based on") and a conclusion ("by her reading this book . . . think about the book and her grandma") are present, otherwise, the

organizational structure is weak and is not evident. The writer attempts to provide evidence (“she actual took a jar ut side to cache some to . she knew taht ther grandma liked and whatched fire flys. the grandma als would cach them”) but does not develop the thesis appropriately because catching the fireflies is not a clear connection to the fact that Katie should pay attention to the smaller things in life. The expression of ideas is ineffective because the writer’s word choice is vague (“what she shoud look”; “pay more attention to things”; “got her to like something”) and impedes with the clarity of the essay. 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 and spelling (“remindes,” “sourounding,” “whatched,” “flys,” “cach”). These errors impact the clarity of the writing and the reader’s understanding of the writing.

**Score Point 2s**

When katie starts reading her grandmas jorunal it reminded her to look for fireflies because it reminded her how awesome nature can be and her moms pov on nature inspired her to want to do it too and also the excerpt say “ I lifted the lid and promised myself I would remember to look for the butterflies tomorrow night.

*Organization and Development of Ideas – 1*

The writer offers the thesis that “her moms pov on nature inspired her to want to do it too.” An introduction and conclusion are not present. An organizational structure is not evident with a single sentence. The writer provides vague paraphrased evidence (“it reminded her how awesome nature can be”). The quote (“I lifted the lid and promised myself I would remember to look for the butterflies tomorrow night”) does not develop the thesis because it is not sufficiently explained by the writer. The expression of ideas is ineffective because the writer’s word choice is vague (“how awesome”; “want to do it too”). Overall, this response reflects a limited understanding of the writing purpose.

*Conventions – 1*

The writer demonstrates inconsistent command of grade-level appropriate conventions with a number of errors in sentence construction, punctuation (“grandmas”; “moms”), capitalization (“katie”), and spelling (“jorunal”) but the reader can understand the writer’s thoughts.

It reminds Katie to look for fireflies because her grandma felt like life was short and she should have enjoyed simple things. When the grandma recorded this “I looked upon those waving trees, or knobby-legged yearlings in the pasture, or the flowers by the road, and wondered how they grew so tall while my back was to them.”

*Organization and Development of Ideas – 1*

The writer presents the thesis that “her grandma felt like life was short and she should have enjoyed simple things.” No introduction or conclusion are present. An organizational structure that supports logical development is not evident. The writer provides quoted evidence (“I looked upon those waving trees, or knobby-legged yearlings in the pasture, or the flowers by the road, and wondered how they grew so tall while my back was to them”) which illustrates the grandmother losing track of time, but the connection to the thesis (“life was short”) is insufficiently explained. Overall, the response reflects a limited understanding of the writing purpose.

*Conventions – 1*

The writer demonstrates an inconsistent command of grade-level appropriate conventions with errors in sentence construction, the second sentence is a fragment, and a comma is missing before the quote. The capitalization, grammar, and spelling are correct. However, because most of the response contains a quote from the excerpt, these errors impact the convention score.

**Score Point 3s**

In the story, *Tending Roses*, Katie reads her grandmother’s journal. After reading it, she promises to look out for fireflies the next day. I believe she did this because her grandmother’s journal entry made her realize how she does not pay attention to the outside world enough. In her grandmother’s journal, her grandma expressed how she remembered what it felt like when she had seen those sights so mesmerizing. Those sights that her grandma described seemed comforting and welcoming. I believe this brings Katie to want to experience the same thing because she wants to live in her grandmother’s memories.

*Organization and Development of Ideas – 1*

The writer presents the thesis that “her grandmother’s journal entry made her realize how she does not pay attention to the outside world enough.” A brief introduction (“In the story, *Tending Roses*, Katie reads her grandmother’s journal”) and a conclusion (“I believe this brings Katie to want . . . to live in her grandmother’s memories”) are present. Aside from the introduction and conclusion, the organization is minimal with one sentence-to-sentence transition (“After”). The writer provides insufficient paraphrased evidence (“her grandma expressed how she remembered . . . those sights so mesmerizing”) because the connection between the grandmother’s memories of having time to appreciate the fireflies and paying attention to the outside world is not clear. In addition, the explanation is only vaguely related (“comforting and welcoming”). The expression of ideas is ineffective because the writer’s word choice is vague (“remembered what it felt like”; “experience the same thing”; “live in her grandmother’s memories”). Overall, this response reflects a limited understanding of the writing purpose.

*Conventions – 2*

The writer demonstrates a consistent command of grade-level appropriate conventions, despite a few spelling errors (“journal,” “whe,” “mezmorizing,” “expiience”). These errors do not impact the clarity of the writing.

While reading her mothers she becomes aware of things such as speding more enjoying yourself and not constantly put your back on the world. Which would cause grandma and soon Katie to mourn what was once there.

To begin with, katie was reading the grandmothers dairy which soon had an effect on her own personal thoughts. For example, “ they grew so tall while my back was to them” this emphasizes not paying attetion to important things can lead to regret which was shown in the grandmothers dairy. We learn that katie is influenced to go look and chase for fireflies.

In addittion, Katie soon reflects and agrees to spend more time with nature or her surroundings than having her back on the nature(family), as once her grandmother mourned to do. For instance, “ Part of me that once created bigger worlds and I mourned ” this empasizes how she too thought bigger possibilities as a child or dreamed big.

In conulsion, both the impact of the journal and Katie’s grandma helps us conclude or know why it all leads to Katie reminding herself to look for butterflies.

*Organization and Development of Ideas – 2*

The writer offers the thesis that “she becomes aware of things such as speding more enjoying yourself.” An introduction (“While reading . . . what was once there”) and a conclusion (“In conulsion, . . . look for butterflies”) are present. The organization is limited to following the order of the key ideas from the introduction and includes paragraph-to-paragraph transitions (“To begin with”; “In addittion”; “In conulsion”). Relevant quoted evidence (“ they grew so tall while my back was to them”; “ Part of me that once created bigger worlds and I mourned ”) is sufficiently explained (“emphasizes not paying attetion to important things can lead to regret”; “empasizes how she too thought bigger possibilities”). The expression of ideas is basic because the writer’s word choice is general (“what was once there”; “soon had an effect”; “important things”). Overall, this response reflects a partial understanding of the writing purpose.

*Conventions – 1*

The writer demonstrates an inconsistent command of grade-level appropriate conventions. The response has several errors with a missing apostrophe (“grandmothers”), capitalization (“katie”), and spelling (“dairy,” “emphasizes,” “attetion,” “addittion,” “possibilities,” “conulsion”), but the reader can understand the writer’s thoughts.



## Score Point 4s

Katie finds herself looking for fireflies because of what she had read in her grandma's journal. Would you change the way you see things from reading grandma's journal?

One reason Katie finds herself looking for fireflies reminded her of her grandma and her son Joshua. The second reason is she notices that her grandma begins to write about how time passes without you knowing. The third reason is how grandma says that just how fireflies go time goes as well. The last reason is that she never got to say good bye to her childhood time because it went by without her knowing.

Reading grandmas journal, Katie starts finding herself looking for fireflies or now watching the time. I would change the way I see things because I wouldnt want to much time to pass by without me knowing.

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

The writer presents the thesis, which is present in the second paragraph, that "how time passes without you knowing." A brief introduction ("Katie finds herself . . . reading grandma's journal?") and conclusion ("Reading grandmas journal . . . without me knowing") are present. The organization is limited but includes some sentence-to-sentence transitions ("One reason"; "The second reason"; "The third reason"; "The last reason"). The writer provides paraphrased evidence ("she never got to say good bye to her childhood time because it went by without her knowing") that is insufficiently explained ("just how fireflies go time goes as well"). The expression of ideas is basic because the writer's word choice is general ("what she had read"; "the way you see things"). Overall, this 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 with missing apostrophes ("grandmas," "wouldnt"), and spelling ("good bye") do not impact the clarity of the writing.

Reading her grandmother journal shined light onto many aspects of life that katy had yet to realize. Its shown through out the journal that grandma longed for something more than she had at the time. we see this stated by the auother when they say "dreamed of impossible dreams" and "i thought of the part of me that once created bigger worlds and i mourned".

When katy saw this she related to it deeply this allowed her to make a connection between her and her grandma. yet as katy read on she came to another conclusion grandma had become content this at first was confusing for katy to understand. yet after awhile katy realized that grandma and her while both at a time dreaming for more grandma had found more in her small quiet farmlife she found this through the little things like the fireflys.

This is what i believe katy took away that event though she hasnt found it yet she to can one day find happiness in the little things just like her grandma. This was shown when katy said " i promised myself i would remember to look for the fireflies tommorow night" the fireflies would be a meaphor for the little things in life while tommorow night is a meaphor for the rest of her life.

*Organization and Development of Ideas – 3*

The writer offers the thesis, which is present in the last paragraph, that “the fireflies would be a meaphor for the little things in life while tommorow night is a meaphor for the rest of her life.” An effective introduction (“Reading her grandmother journal . . . i mourned”) and conclusion (“This is what . . . the rest of her life”) are evident. The organizational structure effectively supports the development of the thesis because the paragraphs are logically connected from the realization that (“grandma longed for something more”) to (“yet after awhile katy realized”) to (“she to can one day find happiness”). The writer provides relevant and specific quoted (“i thought of the part . . . and i mourned”) and paraphrased (“katy realized that grandma and her while both at a time dreaming for more”) evidence that is clearly explained (“grandma longed for something more than she had at the time”; “grandma had found more . . . through the little things like the fireflys”). The expression of ideas is clear and effective because almost all sentences and phrases are crafted to 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. The response has several errors with missing apostrophes (“Its,” “hasnt”), capitalization (“time. we see”; “i thought”; “i mourned”; “grandma. yet”; “understand. yet”; “katy”), and spelling (“through out,” “aouter,” “farmlife,” “fireflys,” “tommorow,” “meaphor”), but the reader can understand the writer’s thoughts.

**Score Point 5s**

In the excerpt from *Tending Roses*, Katie finds her grandmother’s journal next to a firefly jar. After reading the journal, Katie goes outside and releases the fireflies, promising to herself that she will look for the fireflies tonight. I believe the reason she does this is because The journal is all about cherishing your childhood.

Katie’s grandma was someone who was always busy with her tasks. “I looked upon those waving trees, or knobbylegged yearlings in the pasture, or the flowers by the road, and wondered how they grew so tall while my back was to them. Then I turned my back again and hurried on to my tasks.” She now doesn’t have time to truly appreciate those things outside.”

“I saw the farmhouse, saw bits of my ife through the windows, heard the faint sounds of my children laughing the way children do-about nothing at all.” Grandma explains more and more of those precious times with her children. Paragraph 8 further reinforces the theme by saying how she mourned for her childhood. She misses how she wished for the same treasures she heard her children ask for when she passed their doors at night, that part of her that once created bigger worlds.

After reading this, Katie promises to look for the fireflies tomorrow. The fireflies are a symbol of memories that you may never have again so you must cherish them. Going out tomorrow to look for the fireflies means to Katie that she will find her childhood once again.

*Organization and Development of Ideas – 3*

The writer establishes the clear thesis, which is present in the last paragraph, that “Going out tomorrow to look for the fireflies means to Katie that she will find her childhood once again.” The writer includes an effective introduction (“In the excerpt . . . cherishing your childhood”) and conclusion (“After reading this . . . find her childhood once again”). The organizational structure effectively supports the development of the thesis. The organizational structure is appropriate and effective as the writer leads the reader through the process of Katie’s realization that her grandmother regrets not taking the time to appreciate the fireflies. The writer uses relevant quotes (“Then I turned my back again and hurried on to my tasks”; “I saw the farmhouse, . . . the way children do-about nothing at all.”) that are clearly explained (“She now doesn’t have time to truly appreciate those things outside”; “. . . further reinforces the theme by saying how she mourned for her childhood”). The expression of ideas is clear as almost all sentences and phrases are effectively crafted to 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 – 2*

The writer demonstrates a consistent command of grade-level appropriate conventions. A few errors in capitalization (“because The”) and spelling (“ife”), do not impact the clarity of the writing.

In this excerpt from "Tending Roses", Katie visits her grandmother and stumbles upon a peculiar journal. She reads quite a beautiful entry of hers regarding fireflies. Doing so, Katie herself has been metaphorically called to continue looking for them. But what they are referring to are necessarily just the little lightning bugs of the farm, rather a great symbol of a childhood virtue. Katie has been reminded that taking a break once in a while from work to look around one's amazing surroundings can be really rewarding as you soak in the relaxing beauty of it all.

From paragraph 5 to 10, Katie's grandmother expresses her sadness of when she missed the fireflies' departure from her home. As the creatures left, she awakened to the fact that she had not really appreciated nor noticed them for some time now. The quote "I suppose they flew away one night as I lingered over mending, or soiled tableware or a child's lessons. They flew away while my head was bent to task and took no time to bid good-bye," showcases this sentiment. She was too busy with chores, family, and life in general. Katie's grandmother had been constantly working so much that she rushed right past the wonders of nature around her.

As she realizes this, she recalls memories of the past when she would see all the plants and animals by her farm. Katie's Grandmother longs to experience this dearly once again. And even more as she sees her own kids living the same thing as she had done so before. The quote "I thought of how many times as a girl I stared into the faraway moon and dreamed impossible dreams – wishing for the same treasures I heard my children ask for when I passed their doors at night," demonstrates this. Nostalgia is a lovely feeling with a sense of depression and desire for what was. The natural and imaginative spirit that young ones have allows them to observe what adults like Katie's grandmother simply can or will not let themselves do. That is where she recognizes the other half of the emotion, the part that shows what can be.

To conclude, Katie is reminded of the importance in dropping responsibilities for a quick second and admire the world as her grandmother's poetic journal entry entails. It is hard to truly live life if they walk by the small unnoticed beauties that make it all up. The little things are those that really bring joy and meaning. Children know that, and one who is older used to as well. So now Katie has seen that she must keep on looking for those fireflies in her life.

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

The writer provides the clear thesis that "Katie has been reminded that taking a break once in a while from work to look around one's amazing surroundings can be really rewarding as you soak in the relaxing beauty of it all." An effective introduction ("In this excerpt . . . the relaxing beauty of it all") and conclusion ("To conclude, . . . those fireflies in her life") are evident. The organizational structure effectively supports the development of the thesis as the writer begins by informing the reader about the grandmother's diary which leads to the grandmother's regrets in paragraphs two and three before reaching the conclusion. In addition, the writer includes paragraph-to-paragraph transitions ("In this excerpt"; "From paragraph 5 to 10"; "As she realizes this"; "To conclude") and sentence-to-sentence transitions ("But," "As"). Specific and relevant quotes are chosen by the writer ("I suppose . . . They flew away while my head was bent to task and took no time to bid good-bye"; "I thought of how many times as a girl . . . the same treasures I heard my children ask for when I passed their doors at night") in support of the thesis. This evidence is also clearly explained ("She was too busy with chores, . . . working so much that she rushed right past the wonders of nature around her"; "Nostalgia is a lovely feeling . . . the part that shows what can be"). The expression of ideas is clear and effective as almost all sentences are effectively crafted to convey the writer's ideas and

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contribute to the clarity of the message. The writer's word choices are also specific ("stumbles upon a peculiar journal"; "metaphorically called to continue"; "Nostalgia"). 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 with missing commas ("The quote "I"), capitalization ("Grandmother"), and spelling ("reffering," "necessairly," "lightining," "constantly," "demonstartes," "oberve," "responsabilities") do not impact the clarity of the writing.

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# **English II Writing Short Constructed Response**

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## English II Writing Short Constructed Response

**Article:** "Up, Up, and Away!"

**Original Paragraph:**

(33) The Montgolfier brothers introduced the world to ballooning, a hobby that is beloved and people practice around the world today. (34) Yet their contribution to society didn't end with their inventions. (35) The brothers sparked ideas and creativity in others and encouraged them to lift their imaginations skyward.

**Prompt:** Sentence 33 needs to be revised. In the box provided, rewrite sentence 33 in a clear and effective way.

### Item-Specific Rubric

**Score: 1**

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

**Score: 0**

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

### Sample Student Responses

**Score Point 0s**

The Montgolfier brothers introduced the world to ballooning, which is still practiced today.

*Score Point 0*

This response does not express the ideas in a clear and effective way. The original sentence contains a grammatical error because the adjective, "beloved" is not parallel to the word "practice." While the writer forms an acceptable new sentence by removing the word "beloved," and adding "which is still practiced," the important idea that ("ballooning is a hobby") is missing.

the brothers introduced the world ballooning. A hobby that people love

*Score Point 0*

This response does not express the ideas in a clear and effective way. The writer does not include many important ideas, ("Montgolfier," "people practice around the world today") from the original sentence. In addition, the phrase "introduced the world ballooning" is awkward and unclear, and the second sentence is a fragment.

### **Score Point 1s**

The Montgolfier brothers introduced the world to ballooning, a beloved hobby that people practice around the world today.

#### *Score Point 1*

This response expresses the ideas in a clear and effective way. By pairing the adjective “beloved” with “hobby” the writer eliminates the parallel error from the original sentence.

The Montgolfier brothers introduced the world to ballooning, a hobby that is beloved and practiced by people around the world today.

#### *Score Point 1*

This response expresses the ideas in a clear and effective way. By changing “practice” to “practiced,” the writer uses an adjective that is parallel to “beloved,” and corrects the error from the original sentence.