



State of Texas Assessments of Academic Readiness

Grade 5 Reading Language Arts

**Constructed Response
Scoring Guide**

Spring 2023

General Information

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

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

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

Grade 5 Reading Passage with Extended Constructed Response

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

The Camping “Trip”

- 1 “This is going to be the best camping trip yet!” Kim announced to her younger brother, Jaylen. “We finally get our own tent—just you and me!”
- 2 Jaylen patted the canvas bag he was carrying. “I am ready for anything. I have a book of scary stories, a deck of cards, some coloring books, and puzzles. We’re going to have fun!” A grin spread across Jaylen’s face as he lifted the bag into the car.
- 3 Every summer, the Thompson family packed their car and set out on a four-day camping trip to the state park. The park had hiking trails, a lake, a bird sanctuary, and even a small museum. Families flocked to the park every summer, so the Thompsons reserved their campsite six months in advance.
- 4 Kim thought about what their own tent meant for this trip. She could prove how skilled she had become. She planned to set it up by herself after reviewing the assembly instructions for hours.
- 5 Finally, the car was stuffed with all of their camping gear. Dad and Jaylen managed to find a spot for the last item—the first-aid kit—and closed the door.
- 6 “All packed and ready to go!” Jaylen shouted.
- 7 “Remember we need to be on the road by 6 A.M. tomorrow. It’s a long drive,” Dad said.
- 8 Mom walked out of the house holding her cell phone. The screen door slammed behind her. “I just got a call from the park office. They are closing the campground this weekend due to bad weather. We knew the forecast called for rain, but I guess the park rangers are taking extra precautions. Better safe than sorry.”
- 9 “Oh no!” Kim, Jaylen, and Dad said at the same time.
- 10 “I know we were all looking forward to this,” Mom continued. “The park ranger offered to reschedule us for another weekend, but I don’t see how we can make it happen. There are work schedules, Kim’s soccer games, Jaylen’s swimming lessons, the family reunion picnic next month—we’re busy every weekend for the rest of the summer.”
- 11 “I can’t believe this,” cried Jaylen.
- 12 Dad gently squeezed Jaylen’s shoulder. “We’ll unpack the car in the morning. For now, how about we make some popcorn and watch a movie?”
- 13 “Fine,” Jaylen said with a slight crack in his voice. He left Dad at the car and walked inside with Mom. Kim thought carefully. All of their plans—staying up late playing games and reading stories by flashlight in their awesome new tent—were gone. Or were they?
- 14 “Dad, can you get the new tent and some flashlights from the car?” Kim said hopefully.

Grade 5 Reading Language Arts
Constructed Response Scoring Guide

15 Dad smiled, opened the car door, and searched, finding the two flashlights sandwiched between the portable stove and bottled water.

16 "Need help?" he asked, handing the items to Kim.

17 "I know what to do," Kim said.

18 Kim walked around the house to the backyard and removed the tent from its packaging. On the grass, she organized the tent poles by size and unfolded the tent and rain tarp. She counted the spikes, examined the rubber mallet, and untied the rope. Then she got to work.

19 A half-hour later, Kim entered the house. She followed the smell of buttery popcorn to the living room where Mom, Dad, and Jaylen were sitting on the couch. Jaylen, remote in hand, was mindlessly clicking buttons trying to settle on something to watch.

20 Kim cleared her throat. "Jaylen, the camping trip might be canceled," she proclaimed, "but that doesn't mean we can't camp out in our new tent. To the backyard!"

21 Jaylen's eyes widened. He scrambled off the couch.

22 "Dad, would you get Jaylen's bag from the car, please?" Kim asked.

23 "Sure. And while I'm there, I'll get the other tent. It looks as if the Thompsons are going camping after all!"

Grade 5 Extended Constructed Response

Prompt

Read the story “The Camping ‘Trip.’” Based on the information in the story, write a response to the following:

Explain how Kim shows determination throughout the story.

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

Remember to —

- clearly state your central idea
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selection
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.

Grade 5 Reading Passage with Extended Constructed Response

Informational Writing Rubric

Score Point	Organization and Development of Ideas
3	<ul style="list-style-type: none">• Central idea is clear and fully developed The central idea 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 central idea. 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 central idea. For pairs in grades 3-5, evidence is drawn from at least one text. The response reflects a thorough understanding of the writing purpose.• 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">• Central idea is present and partially developed A central idea is presented, but it may not be clearly identifiable because it is not fully developed. The focus may not always be consistent and may not always be easy to follow. Organization is limited A purposeful structure that includes an introduction and conclusion is present. An organizational structure may not be consistent and may not always support the logical development of the central idea. Sentence-to-sentence connections and clarity may be lacking.• Evidence is limited and may include some irrelevant information The response may include text-based evidence to support the central idea, but it may be insufficiently explained, and/or some evidence may be irrelevant to the central idea. For pairs, evidence is drawn from at least one of the texts. The response reflects partial understanding of the writing purpose.• 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.

Grade 5 Reading Language Arts
Constructed Response Scoring Guide

1	<ul style="list-style-type: none"> • Central idea is evident but not developed A central idea is present but not developed appropriately in response to the writing task. • Organization is minimal and/or weak An introduction or conclusion may be present. An organizational structure that supports logical development is not always evident or is not appropriate to the task. • Evidence is insufficient and/or mostly irrelevant Little text-based evidence is presented to support the central idea, or the evidence presented is mostly extraneous and/or repetitious. Explanation of any evidence presented is insufficient and may be only vaguely related to the writing task. The response reflects a limited understanding of the writing purpose. • 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"> • A central idea 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>

Grade 5 Reading Language Arts
Constructed Response Scoring Guide

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

Sample Student Responses

Score Point 0

Response 1

Kim is exited to go camping she gets all of her stofe that she needs in the car then her mom say they got a call that they have to close the park do to bad weather. Kim said ok and said maybe we can camp out here so we can still camp.

Organization and Development of Ideas: 0

The writer of this response does not present a central idea. Although the writer does state that “Kim said . . . maybe we can camp out here so we can still camp,” the response lacks information indicating Kim demonstrated determination to set up the camp. An organizational structure is not present. The little evidence provided is a brief summary of the passage, composed of irrelevant details that do not clearly relate to the writing task (“she gets all of her stofe that she needs in the car”; “they have to close the park”; “Kim said . . . maybe we can camp out here so we can still camp”). The response reflects a lack of understanding of the writing purpose.

Conventions: 0

Please note that if a response receives a score point 0 in the Organization and Development trait, the response will also earn 0 points in the Conventions trait.

Response 2

They where happy because they where goin to camp, but when they got where they where goin to camp they saw that it was canceled because of the wheater, so the dad told her dather that in steed of goin camp they go home and watch a move and eat popcorn because the camp was canceled and his dauther was sad because she wanted to go camping.

Organization and Development of Ideas: 0

In this response the writer does not present a central idea. The writer of this response presents an inaccurate summary of the passage (“so the dad told her dather that in steed of goin camp they go home and watch a move and eat popcorn . . .”). This response lacks an organizational structure, as the response consists of one long run-on sentence. The writer presents the evidence about the canceled camping trip but does not further explain how this event contributes to Kim’s determination to still have a family camping trip. The expression of ideas presented is unclear and incoherent and does not accurately reflect the events presented in the selection. (“his dauther was sad because she wanted to go camping.”) Overall, this response reflects a lack of understanding of the writing purpose.

Conventions: 0

Please note that if a response receives a score point 0 in the Organization and Development trait, the response will also earn 0 points in the Conventions trait.

Score Point 1

Response 1

kim looked at the instruksons just so she can isimbl the tent and when the trip gets cancld she asks for the tent and sets it up in the backyard so the family can still go camping. she does all this so her family and her can still go camping.

Organization and Development of Ideas: 1

Although the writer of this response presents the central idea that “kim looked at the instruksons just so she can isimbl the tent . . . sets it up in the backyard so the family can still go camping,” it is not developed appropriately in response to the writing task. Organizational structure is weak. (“kim looked at the instruksons just so she can isimbl the tent . . . trip gets cancld she asks for the tent and sets it up in the backyard . . .”) The explanation of the evidence is insufficient because it does not logically connect and there is no mention of determination specifically. The expression of ideas is ineffective, and word choice is limited (“sets it up . . . she does all this . . .”), which impedes the clarity of the response. The response reflects a limited understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions with several errors in sentence construction with a run-on sentence, no capitalization (“kim,” “she”), and spelling errors (“instruksons,” “isimbl,” “cancld”). The response has many errors which impact the clarity of the writing and the reader’s understanding of the writing.

Response 2

in the text, "the camping trip," the central idea is wean your determin and wount give up you susgseid i know this because in paragrah 20, it says "the camping trip be canceled," she proclaimed, "but it doesn't mean we cant camp out in our new tent. to the backyard!" that paragrah shows us that she was determin to go camping.

Organization and Development of Ideas: 1

In this response, the writer offers the central idea that “wean your determin and wount give up you susgseid” but does not develop it appropriately in response to the writing task. Organizational structure is limited (“i know this because . . . it says ‘the camping trip be canceled . . . but it doesn’t mean we cant camp out in our new tent. to the backyard!’”), and the evidence is insufficient without further explanation. The expression of ideas is ineffective, and the word choice is limited (“that paragrah shows us that she was determin . . .”), which impedes the clarity of the response. Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions, evidenced by several errors in sentence construction with one long run-on sentence, no capitalization (“in the,” “i,” “that paragrah”), incorrect grammar (“wean your determin,” “the camping trip be canceled”), punctuation (“cant”), and spelling (“wean,” “determin,” “wount,” “susgseid,” “paragrah,” “proclamed,”). The response has many errors, and these errors impact the clarity of the writing and the reader’s understanding of the writing.

Score Point 2

Response 1

From the beginning kim was excited to go on the camping trip and she was **determind** to go. When it was canceled she was **determind** to set up their tent in the backyard and still be able to canp with her family.

Organization and Development of Ideas: 1

The writer of this response presents the central idea that “From the beginning kim was excited to go on the camping trip and she was **determind** to go.” An organizational structure that supports logical development is weak because there is no explanation provided for the information presented. Little text-based evidence is presented to support the central idea. The expression of ideas (“When it was canceled she was **determind** to set up their tent in the backyard . . .”) is ineffective without further explanation. The response reflects a limited understanding of the writing purpose.

Conventions: 1

The writer demonstrates an inconsistent command of grade-level-appropriate conventions in this two-sentence response. There are spelling errors (“determind,” “canp”) and a capitalization error (“kim”). This response has several errors, but the reader can understand the writer’s thoughts.

Response 2

Some way kim show determinationb in the text is. Even thowe her Mom , Dad and Jaylen just wer going to give up and just watch a movie. She did'nt give up she got ther new tent from the car and some flashlight and made the tent in the back yard all by her seff just like she said woteh to do in paragraf 4 wer it said "She could prove how skilled she had become. She planned to set it up by herself" and wus she set up the tent she toled evey wun to come out side in to the back yard.

Organization and Development of Ideas: 2

The writer of this response presents a central idea that is partially developed ("kim show determinationb . . . Even thowe her Mom , Dad and Jaylen just wer going to give up . . . She did'nt give up . . ."). An organizational structure with an introduction ("Some way kim show determinationb in the text is") is evident. Without further explanation, the limited text-based evidence insufficiently explains Kim's determination ("she got ther new tent from the car and some flashlight and made the tent . . ."; "She could prove how skilled she had become. She planned to set it up by herself"). The expression of ideas is basic and imprecise at times based on the writer's general word choice ("made the tent . . . all by her seff"; "She planned to set it up by herself"). The response reflects partial understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions with several errors in sentence construction, including incomplete and run-on sentences ("Some way kim show determinationb in the text is"; "She did'nt give up she got ther new tent . . ."), incorrect grammar ("Some way kim show"), and spelling ("thowe," "wer," "did'nt," "ther," "back yard," "her seff," "woteh," "paragraf," "wus," "toled," "evey wun," "out side"). The response has many errors which impact the clarity of the writing and the reader's understanding.

Score Point 3

Response 1

Kim was determined to go camping, then bad news gets around when his mom got a call from the park ranger saying: "the park will be closed due to the bad weather." Kim showed the determination when she went outside in the backyard and set up all the camping materials so that her and her family can "still go on the camping trip."

Organization and Development of Ideas: 1

The writer of this response offers the central idea that "Kim showed the determination when she went outside in the backyard and set up all the camping materials so that her and her family can 'still go on the camping trip,'" but it is not fully developed. The organizational structure that supports logical development is weak ("then bad news gets around when his mom got a call . . ."). Explanation of evidence is insufficient. ("she went outside in the backyard and set up all the camping materials so that her and her family can 'still go on the camping trip.'"). The writer's word choice is vague and limited ("then bad news gets around . . ."; "set up all the camping materials . . ."), which impedes the quality of the essay. The response reflects a limited understanding of the writing purpose.

Conventions: 2

The writer demonstrates consistent command of grade-level-appropriate conventions. Sentence construction includes only one error in sentence boundaries ("Kim was determined to go camping, then bad news gets around . . ."), creating a run-on sentence. A minor error in grammar ("her and her family") is present. Punctuation includes the correct use of quotations ("saying: 'the park will be closed due to the bad weather'"; "can 'still go on the camping trip.'"). The response has few errors, and those errors do not impact the clarity of the writing.

Response 2

Kim was very determind to go the campground this year he was so exitced to spend time with his family and her little brother Jaylen , Jaylen was also really exitced to go to the campground but sadly the weather ruined it. IT WAS A DISASTER FOR JAYLEN AND KIM! they were both so sad but Kim wasnt giving up yet he had a IDEA! He went to go ask his dad to help him go get some things out the car he got the tent some games and a flashlight he set the tent up and ran in the house "MOM DAD JAYLEN COME OUTSIDE!" the family camping vacation wasnt over!

Organization and Development of Ideas: 2

The writer of this response presents a central idea that is partially developed: "Kim was very determind to go the campground this year he was so exitced to spend time with his family and her little brother Jaylen." An introductory sentence ("Kim was very determind to go the campground . . . spend time with his family and her little brother Jaylen") and conclusion ("the family camping vacation wasnt over!") are evident. Organizational structure provides some information about Kim's determination and excitement, as well as her being sad but not giving up ("Kim was very determind"; "they were both so sad but Kim wasnt giving up yet he had a IDEA"; "he set the tent up and ran in the house . . ."). Text-based evidence is insufficient and limited to explaining Kim's determination ("Kim was very determind to go the campground this year he was so exitced to spend time with his family and her little brother . . ."; "IT WAS A DISASTER . . ."; "[Kim] ran in the house 'MOM DAD JAYLEN COME OUTSIDE!'"). Expression of ideas is basic, and the word choice is somewhat general and imprecise ("they were both so sad"; "weather ruined it"; "go get some things"; "he set the tent up"). The response reflects partial understanding of the writing purpose.

Conventions: 1

In this response, the writer demonstrates an inconsistent command of conventions. Sentence construction includes run-on sentences created by a lack of sentence boundaries ("Kim was very determind . . . he was so exitced"; "He went to go ask his dad to help him . . . he got the tent") and missing or misplaced commas (" , Jaylen was also really exitced to go to the campground but sadly the weather ruined it"). Other missing commas occur in sentences with words in a series ("he got the tent some games and a flashlight"; "'MOM DAD JAYLEN COME OUTSIDE!'"). Errors in capitalization ("they [They] were both so sad"; "the [The] family camping") and spelling ("determind," "exitced") are also present. The response has several errors, but the reader can understand the writer's thoughts.

Response 3

The determination that Kim shows at the beginning of the story and the end have changed through her feelings, the determination at first was to have a good time at the park but then it was gone, that didn't stop Kim from having a good time camping at the back yard.

In "The Camping Trip" the changes of Kim's determination from beginning to middle reveals how she was determined to have fun in the park with her family, but was gone because of the bad weather this means that their trip was no longer being done this makes Kim very sad. This is evident through "I just got a call from the park office. They are closing the campground this weekend due to bad weather." and "Oh no!" Kim, Jayle, and Dad said at the same time." This demonstrates how the determination of Kim changed from beginning to end.

In "The Camping Trip" the changes of determination of Kim in the end reveals how she was determined to camp in her back yard she and her family were not going to lose the camping experience she and her dad started getting everything ready for their camping night. This is evident through "Jaylen, the camping trip might be canceled," she proclaimed, "but that doesn't mean we can't camp out in our new tent. To the backyard!" and "Kim walked around the house to the backyard and removed the tent from its pack." This demonstrates how Kim is creating their own camping place with a determination of giving a great time with her family.

How Kim's determinations change help one understand the Chronological order, of her feelings and how they changed with the events happening.

Organization and Development of Ideas: 3

The writer presents the central idea that **“The determination that Kim shows at the bigining the mittle and the end have changed thro her filings.”** An introduction and conclusion are present. Sentence-to-sentence connections help develop an organized structure that effectively supports the two elements of the central idea. First, the writer addresses the change of Kim’s determination from the beginning of the selection (“the changes of Kim determination from bigening to mittle reveals how she was determinate to have fun in thr park . . . but [her determination] was gon because of the bad weather”; “this mean that their trep was no longer being don this make Kim bery sad”; “This is evident throg . . . ‘Oh no!’ Kim, Jayle, and Dad said at the same time”; “This demonstrate how the determination of Kim changed . . .”). Second, the writer addresses how Kim’s feeling of sadness was changed at the end through her determination to continue the camping trip in the family’s backyard (“she and her familie were nor going to loss the caping expiriens she and her dad stareted geting everithing redy . . .”; “This is evident thro `Jaylen . . . that dosen’t mean we can’t camp out in our new tent . . .”; “Kim walked around the house . . . and removed the tent from its packin”; “This demonstrates how Kim is creating theyr own camping place . . . gaving a greit tome whit her familie”). Expression of ideas effectively convey the writer’s ideas and contribute to the overall quality of the writing (“the changes of Kim determination from bigening to mittle reveals how she was . . .”; “she and her familie were nor going to loss the caping expiriens . . .”; “Kim is creating theyr own camping place . . .”). The response reflects a thorough understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions with several errors in sentence construction with multiple run-on sentences, incorrect grammar (“this mean that,” “This demonstrate how,” **“How Kim’s determinations change help one understand”**), and spelling errors (“**bigining**,” “**mittle**,” “**thro**,” “**filings**,” “**gon**,” “**dirint**,” “**back yard**,” “bigening,” “mittle,” “determinate,” “thr,” “whit,” “familie,” “trep,” “don,” “bery,” “throg,” “campgroung,” “loss [lose],” “caping,” “expiriens,” “stareted,” “geting,” “everithing,” “redy,” “theyr,” “naith,” “gaving,” “ greit,” “tome”). The response has many errors, and these errors impact the clarity of the writing and the reader’s understanding of the writing.

Score Point 4

Response 1

Kim shows determination by first, the story says this about her "She could prove how skilled she had become. She planed to set it up by herself..." in paragraph 4. This means that she is determind to show how skilled she has become and set up the tent by herself. Then, in paragraph 18 it says "On the grass, she organized the tent poles by size and unfolded the tent...". This shows that Kim is still determind to go camping and have a good time.

Organization and Development of Ideas: 2

The writer of this response presents a central idea that is partially developed: "This means that she is determind to show how skilled she has become and set up the tent by herself." Organizational structure is limited to citations of evidence that do not always support the logical development of the central idea. Sentence-to-sentence connections sometimes lack clarity ("Kim shows determination by first, the story says this about her 'She could prove how skilled she had become. She planed to set it up by herself . . .'"). The explanation of textual evidence to support the central idea is limited ("This means that she is determind . . ."; "This shows that Kim is still determind to go camping and have a good time"). Expression of ideas is basic and sentences and phrases are at times ineffective ("Kim shows determination by first, the story says this about her") and interfere with the writer's intended meaning and weaken the development of the central idea. The response reflects partial understanding of the writing purpose.

Conventions: 2

In this response, the writer demonstrates consistent command of grade-level-appropriate conventions. Most sentence construction is correct. Capitalization and grammar are used correctly; however, two spelling errors are present ("planed," "determind"). The response has few errors, and those errors do not impact the clarity of the writing.

Response 2

I think Kim shows how determined she is many times in the story. Some ways Kim shows her determination is when even though the annual Thompson camping trip was canceled due to bad weather she did not give up indeed she did quite the opposite for her brother Jaylen who really was looking up to the trip, she got their things (The flashlights and tent) and took them to the back yard where she set them up then her dad thought they should all camp together and the family got a great experience. (most likely) Though we are not sure if the family had a good experience camping in the backyard we can expect they did or at least tried to. And if anything we know that Kim at least tried to give her family a good time together even if it didn't go as planned. Of course Kim showed great commitment and empathy towards her family by doing this for them but we know that Kim did this for her brother and she knew how important this trip was to him as shown throughout the story and especially in paragraph two where he says after patting the canvas bag he packed and I quote, "I am ready for anything I have a book of scary stories a deck of cards, some coloring books, and puzzles. We are going to have fun!". This sentence shows just how much Jaylen is excited and has been preparing for their annual Thompson family state park trip, and since he was saying all of it to Kim maybe that's also one of the reasons she was so sympathetic towards him at the end. Because she knew how eager he was for the trip and that was probably one of the reasons she was so determined to help her family when the trip was canceled due to the bad weather. All said and done the point is Kim is very determined to help her family and bring them joy.

Organization and Development of Ideas: 3

The writer presents the central idea that “Kim shows how determined she is many times in the story.” An introduction and a conclusion are present. The writer uses various transitional words (“Ofcourse,” “but,” “Because,” “All said and done”) to develop an organized structure that effectively supports the central idea. Evidence to support the central idea is clear (“Kim shows her determination is when even though the anual Thompson camping trip was canceled . . . she did not give up indeed she did quite the opposite . . . she got their things [The flashlights and tent] and took them to the back yard where she set them up . . .”; “she knew how eager he was for the trip and that was probably one of the reasons she was so determined to help her family when the trip was canceled . . .”). Expression of ideas is clear and effectively crafted to convey the writer’s ideas and contribute to the overall quality of the writing (“Kim showed great commitement and empathy towards her family . . .”; “she was so sympathetic towards him”; “All said and done . . .”). The response reflects a thorough understanding of the writing purpose.

Conventions: 1

The writing shows an inconsistent command of grade-level conventions. There are errors in sentence construction with run-on sentences (“Some ways Kim shows . . . she did not give up indeed she did quite the opposite . . . she got their things . . . the family got a great experience”; “Ofcourse Kim showed . . . Kim did this for her brother . . . after patting the canvas bag he packed . . . coloring books, and puzzles”), an incorrect apostrophe (“did’nt”) and spelling errors (“determiation,” “anual,” “realy,” “hr,” “toghether,” “commitement,” “especialy,” “exited,” “eperience,” “torwards”). The response has several errors, but the reader can understand the writer’s thoughts.

Score Point 5

Response 1

A Summary Of Kim's Determination

In many ways, Kim shows determination throughout the story.

The first time she shows determination she is thinking in, paragraph 4, about how she wants to set up the new tent herself. In order to do this, she memorized how to in the instruction manual.

The second time she shows determination she is getting the idea about camping in their backyard. Kim thinks about everything she wouldn't get to do and gets an idea. She asks her dad, who was still outside, if he can get the new tent and some flashlights out of the back of the car. From there we get her next spark of determination.

The very last time she shows determination is after her mom says that the park ranger canceled the camping trip. Kim gets the idea that camping in the backyard would still be fun. she sets up the tent so that her family can go camping after all. She puts it up all by herself and surprises her parents and Jaylen.

In conclusion, Kim is determined to make something that was a day gone wrong a day of fun and she succeeded!

Organization and Development of Ideas: 3

The writer presents a clear and developed central idea that "In many ways, Kim shows determination throughout the story." The writer uses various transitional words ("The second time," "From there," "The very last time") to develop an organizational structure that effectively supports the development of the central idea. Evidence to support the central idea is clear ("In order to do this, she memorized how to in the instruction manual"; "she is getting the idea about camping in their backyard"; "She puts it up all by herself and surprises her parents and Jaylen"). Expression of ideas is clear and effectively crafted to convey the writer's ideas and contribute to the overall quality of the response ("From there we get her next spark of determination"; "Kim is determined to make something that was a day gone wrong a day of fun and she succeeded!"). The response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of conventions. Sentence construction is varied (“Kim thinks about everything she wouldn’t get to do and gets an idea”; “She asks her dad, who was still outside, if he can get the new tent and some flashlights out of the back of the car”). Minor errors in punctuation (“she is thinking in, paragraph 4”) and capitalization are present (“would still be fun. she sets up the tent . . .”); however, spelling is correct throughout the response. Although there are a few errors, those errors do not impact the clarity of the writing.

Response 2

Every main character needs to be determined to find a resolution to the conflict their facing. Kim shows determination grandly in "The Camping "Trip"" by adapting to the bad news she recives. To prove my point, here is my evidence.

In the begining of the story, Kim and her brother are pumped to go on the camping trip they planned 6 months ago. They pack things like stories, cards, coloring books, puzzles, and a first aid kit. But in paragraph 8, bad news hits Kim like a wreacking ball. It turns out that due to bad weather, Kim can't go to the camping trip. But even though she is upset, and her parents try to convince her to just watch a movie, she glances at the good side and adapts to the change. Instead of watching a movie, Kim figured she could still have her camping trip in her *own* backyard. So with determination, she sets up her tent in her backyard and within a few minutes, the camping trip had been saved! And that is how Kim showed determination in "The Camping "Trip"".

If Kim didn't show that huge performace of determination, then she wouldn't have been able to go on her camping trip at all! It just goes to show that determination can get you through anything, even a cancelled camping trip!

Organization and Development of Ideas: 3

The writer of this response presents the clear central idea that “Kim shows determination grandly . . . by adapting to the bad news she recives.” An effective introduction (“Every main character needs to be determined to find a resolution to the conflict their facing”) and conclusion (“If Kim didn’t show that huge performance of determination, then she wouldn’t have been able to go on her camping trip at all”) are evident. The organization effectively supports the development of the idea using appropriate transitions (“In the begining,” “But in paragraph 8,” “But even though,” “So with,” “then she”) to aid with organization. The writer provides relevant paraphrased evidence (“But in paragraph 8 . . .”; “So with determination . . . the camping trip had been saved!”). The expression of ideas is clear and effective and word choice enhances the response (“resolution to the conflict,” “grandly,” “adapting,” “pumped,” “wreaking ball,” “glances,” “huge performance”). Overall, this response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. Minor errors in grammar (“conflict their facing”) and spelling (“recives”) do not impact the clarity of the writing.

Grade 5 Writing Short Constructed Response

Grade 5 Writing Short Constructed Response

Passage: "Owning Up"

Original Paragraph:

(32) She listened and then a hug for me. (33) She said, "Crista, everyone makes mistakes. (34) The important thing is to be honest about them. (35) And it always feels better to do it right away!"

Prompt

Sentence 32 needs to be revised. In the box provided, write this sentence in a clear and effective way.

Item-Specific Rubric

Score: 1

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

Score: 0

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

Sample Student Responses

Score Point 0

Response 1

She listened for me then hugged me.

This response does not express the ideas in a clear and effective way. The writer revised the end of the sentence to show that Ms. Kessler hugs Crista (“then hugged me”). However, the revision related to “listened” changes the meaning of the sentence by altering it to “She listened for me.” Because the writer changes the meaning, this response receives no credit.

Response 2

When I told her what I have done she looked at me and give me a big hug.

This response does not express the ideas in a clear and effective way. The revision left out a key idea (“She listened”) from sentence 32. All ideas from the original sentence need to be included in the response for full credit.

Response 3

I told her everthing and she listend and then huged me for telling the true.

This response does not express the ideas in a clear and effective way. The writer does not revise sentence 32. Instead, a summary of several sentences is provided.

Response 4

Ms.Kessler said everybody makes mistakes

This response does not express the ideas in a clear and effective way. The writer revised the incorrect sentence 33, instead of the correct sentence 32. Because the response did not satisfy the prompt as a sufficient revision of sentence 32, it receives no credit.

Score Point 1

Response 1

She listened and then gave me a hug.

This response is a complete sentence that expresses the ideas clearly and effectively. The unclear phrase in sentence 32, “then a hug for me” is sufficiently revised in the response (“then gave me a hug”).

Response 2

she listened to what i had to say and gave me a hug .

This response is a complete sentence that expresses the ideas in a clear and effective way. The writer sufficiently revises the end of the sentence (“gave me a hug”). Also, the phrase “to what i had to say” is added to “she listened” without changing the meaning from the original sentence. The lack of beginning capitalization (“she”) and the extra space before the ending period (“hug .”) are acceptable introduced errors that do not affect the score.

Response 3

she listened and then hugged me.

This response is a complete sentence that expresses the ideas clearly and effectively. The writer sufficiently revises the phrase in sentence 32 (“then a hug for me”) to “then hugged me.” The lack of beginning capitalization (“she”) is an acceptable error and does not affect the score.

Response 4

While Ms.Kessler listened to me talk she hugged me.

This response is a complete sentence that expresses the ideas in a clear and effective way. The writer sufficiently revises the end of the sentence (“she hugged me”) and changes “she” to “Ms.Kessler.” In addition, the word “While” is added to the beginning of the sentence to join the two clauses in this response. These are acceptable approaches to the revision of the original sentence. The lack of a comma after (“While Ms.Kessler listened to me talk”) is an acceptable error and does not detract from the score.