



State of Texas Assessments of Academic Readiness

Grade 4 Reading Language Arts

Constructed-Response Scoring Guide

Spring 2026

General Information

Beginning with the 2022–2023 school year, reading language arts assessments include an extended constructed response, or essay, at every grade level. They also include short constructed-response questions. Students are asked to write the essay in response to a reading selection and write in one of two modes: informational or argumentative.

This State of Texas Assessments of Academic Readiness (STAAR®) constructed-response scoring guide provides student exemplars at all score points for extended constructed-response and short constructed-response prompts from the STAAR reading language arts grade 4 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 4 Reading Passage with Extended Constructed Response and Short Constructed Response

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

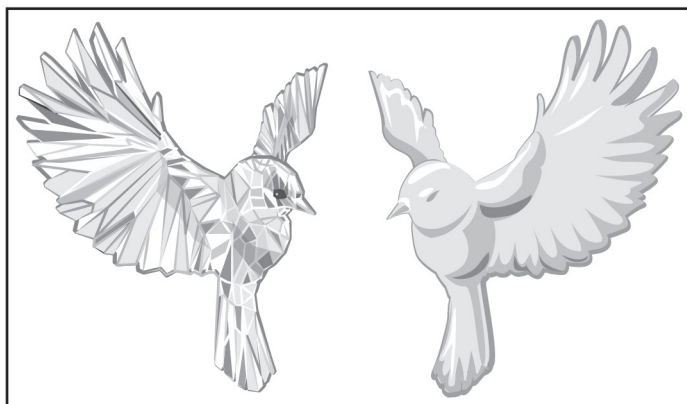
from The Ice Dove

by Diane de Anda

- 1 Catalina lived with her grandfather in a white wood frame house with blue shutters. The house stood on the very top of a hill. From her window, she could see the fields that surrounded the house and the high buildings in the town down the road. Many years earlier, some of the fields were dotted with the livestock her grandfather raised and others were planted in neat rows. Now her grandfather just boarded horses for some of the townspeople. He kept only chickens for himself, and in the warm seasons, he planted and tended to a small vegetable garden.
- 2 Two old dogs and a gray tabby lived in the barn. But Catalina's special pets lived on the window sill in her room. There sat her collection of forest animals her grandfather had carved for her from wood: cherry-colored squirrels, birch-gray deer, bears with stripes of wood grain down their rounded backs.
- 3 One very cold winter day, Catalina and *Abuelo*¹ climbed into his blue pickup truck and drove into the nearby town to buy some alfalfa bales for the horses. Snow stretched across the fields as far as they could see. As they traveled down the icy road, their breath came out in small clouds that stuck to the truck's windows.
- 4 When they got to town, *Abuelo* parked the truck in the space marked "loading zone." Catalina jumped out and carefully made her way on the icy sidewalk to Enrique's General Store. She entered the store and hurried to her favorite display in the big front window. There, on strings hanging from the ceiling, were a dozen, perfectly carved, crystal animals. When she touched them, the sunlight bounced rainbow colors about the room. Below were the larger animals, spread across a table like a glittering crystal zoo. In the middle of the covies of birds sat a new piece Catalina had never seen before. It was a dove with graceful curves. Gently, she lifted it up and cupped it in her hands.
- 5 Her grandfather watched Catalina cradle the dove in her hands. He watched her eyes as she lifted the piece into the sunlight that filtered through the window. He felt sadness grow within him. He knew he could never buy the dove for her. Catalina knew it too and would never ask.

¹*Abuelo*—"Abuelo" means grandfather in Spanish.

- 6 He paid for the bales that had already been loaded into the pickup truck. Then he walked up and put his hand on Catalina's shoulder.
- 7 "Come, Catalina, it's time to go," he said as he moved toward the door.
- 8 Catalina put the dove down carefully on the table. She put her hands in her pockets and backed out the front door, watching the dove as she left.
- 9 *Abuelo* drove home slowly on the icy road. When they drove up in front of the farmhouse, they noticed that icicles had formed on the porch, hanging down from the roof in shiny silver slivers.
- 10 "See," remarked *Abuelo* as they walked up the stairs, "the icicles look like the crystals in the store, nature's crystals." *Abuelo* smiled as Catalina craned her neck and turned in a slow circle to view the icicles from every side.
- 11 *Abuelo* tugged on his gloves then reached up and snapped off an icicle. Catalina blinked, startled by the sharp pop it made. *Abuelo* took out his whittling knife and began to scrape the icicle. Puzzled, Catalina edged in closer to her grandfather and watched the curved figure of a dove appear through the crystal ice.
- 12 Soon *Abuelo* scraped the last chips of ice off the dove's pointed beak. Gently, *Abuelo* placed the ice dove in Catalina's hands. Catalina cradled the dove. Ignoring the prickly cold that stung her palms, she lifted the dove up to watch the sunlight spill through it. Catalina hugged her grandfather. *Abuelo* smiled, ruffled Catalina's hair, then went into the house.



From THE ICE DOVE AND OTHER STORIES by Diane de Anda, Arte Publico Press. © 1997.

Grade 4 Reading Extended Constructed Response

Prompt



ESSAY: Write your essay in the empty box below.

Read the story from *The Ice Dove*. Based on the information in the story, write a response to the following:

Explain how the animals carved from wood in paragraph 2 contribute to the story.

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

Be sure 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 4 Reading Passage with Extended Constructed Response

Informational Writing Rubric

Score Point	Organization and Development of Ideas
3	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	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.

Score Point	Organization and Development of Ideas
1	• 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	• 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. <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>

Score Point	Conventions
2	Student writing demonstrates consistent command of grade-level-appropriate conventions, including correct: • sentence construction • punctuation • capitalization • grammar • spelling The response has few errors, but those errors do not impact the clarity of the writing.
1	Student writing demonstrates inconsistent command of grade-level-appropriate conventions, including limited use of correct: • sentence construction • punctuation • capitalization • grammar • spelling The response has several errors, but the reader can understand the writer's thoughts.
0	Student writing demonstrates little to no command of grade-level-appropriate conventions, including infrequent use of or no evidence of correct: • sentence construction • punctuation • capitalization • grammar • spelling The response has many errors, and these errors impact the clarity of the writing and the reader's understanding of the writing.

Sample Student Responses

Score Point 0

Response 1

Paragraph 2 is important to the story because if they didn't include that we would not know how they look like, what are they made out of and what color are they.

Organization and Development of Ideas: 0

In this response, the writer attempts to present a central idea for how the wooden animals contribute to the story ("Paragraph 2 is important to the story"), but it is unclear and not appropriately developed in response to the writing task. The response lacks focus, organization, or purposeful development. The expression of ideas is vague and ineffective ("if they didn't include that we would not know how they look like, what are they made out of and what color are they"). Overall, 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 of Ideas trait, the response will also earn 0 points in the Conventions trait.

Response 2

How the animals are carved is because like they said they used wood. You have to take like a knife, saw, or something else sharp to cut through the wood and to shape it so it would look like what you want it to be like. You can stay something sharp or pointy to make the small little details, like eyes.

Organization and Development of Ideas: 0

In this response, the attempted central idea does not address the prompt (“like they said they used wood”). Instead, the writer presents brief instructions for “How the animals are carved.” The resulting writing lacks an evident organizational structure, and relevant text evidence is not provided. In addition, the expression of ideas is sometimes incoherent (“You can stay something sharp or pointy”). Overall, the response reflects a lack of understanding of the writing task.

Conventions: 0

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

Score Point 1

Response 1

the animals that abuelo made with wood were important in the story
because that's how you know he had experiance shaping thigs so it
would not be difficut for him to make a iceicle dove

Organization and Development of Ideas: 1

In this response, the writer presents a clear central idea for how the wooden animals contribute to the story ("the animals that abuelo made with wood were important in the story because that's how you know he had experiance shaping thigs"). The response is brief and exhibits only minimal organization and focus. The writer's use of "because" and "so" help separate ideas. However, evidence is insufficiently explained ("he had experiance shaping thigs so it would not be difficut for him to make a iceicle dove"). The expression of ideas is limited and impedes the quality of the essay. Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. Sentence construction is weak, and the response lacks a comma before the conjunction in a compound sentence and a period at the end of the sentence. Capitalization is also missing for the start of the sentence and the proper noun "Abuelo." Errors in spelling further weaken the response ("experiance," "thigs," "difficut," "iceicle"). There are many errors in this brief response, and these errors impact the clarity of the writing and the reader's understanding of the writing.

Response 2

sh says thr ar chery colord squrls andbirch gray dear and bars with wood grain down there rounded backs. so the way i think they condribute to the storry is they make catalina happy and she wants more of them but sence thay are sort of pore thay can not buy one so her grandfather makes her one out of ice.

Organization and Development of Ideas: 1

In this response, the writer attempts a central idea (“they make catalina happy”), but it is not developed appropriately in response to the writing task. An organizational structure that supports logical development is not always evident, and an effective introduction and conclusion are both missing. Ideas are loosely connected with limited transitions (“so,” “and,” “but”), and the limited text-based evidence is insufficiently explained (“she wants more of them but sence thay are sort of pore thay can not buy one so her grandfather makes her one out of ice”). The expression of ideas is ineffective, as the connection between the wooden animals and their contribution to the story is not clearly explained. 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. Errors in sentence structure (one long run-on sentence due to missing punctuation) and capitalization (“sh,” “catalina”) are evident. Numerous misspellings (“dear [deer],” “there [their],” “pore [poor],” “condribute,” “storry,” “sence,” “thay”) are present. There are many errors in this response, and these errors impact the clarity of the writing and the reader’s understanding of the writing.

Score Point 2

Response 1

The animals carved in the story countribet to the story beacause in the story Catlina really wants a carved dove out of crystals but her Abuelo cant buy beacue they dont have enough money. So that wood animals in pargraph 2 helped to show why Cattlina wanted te dove ..

Organization and Development of Ideas: 1

In this response, the writer presents a central idea (“The animals carved in the story countribet to the story beacause in the story Catlina really wants a carved dove out of crystals”), but it is not developed appropriately to the writing task. The organizational structure is weak, consisting only of two sentences. The limited text evidence is insufficiently explained (“her Abuelo cant buy beacue they dont have enough money”; “that wood animals . . . helped to show why Cattlina wanted te dove”). The expression of ideas in this response is limited (“in the story Catlina really wants a carved dove . . . that wood animals in pargraph 2 helped to show why Cattlina wanted te dove”), impacting the strength and clarity of the message. Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 1

The writing demonstrates an inconsistent command of grade-level conventions. Sentence construction is affected by missing or incorrect wording (“a carved dove [made] out of crystals”; “So that wood animals”) and includes some missing punctuation (“out of crystals but her Abuelo,” “cant,” “dont”). Capitalization is generally correct, but misspellings are evident (“countribet,” “beacause,” “beacue,” “pargraph”). The response has several errors, but the reader can understand the writer’s thoughts.

Response 2

how pragraph 2 connects to the whole intire story is because it tells how much catalina loves animals because. it tells us in paragrph 2 how catalina has a collection of animal statue's in the barn also there are animals that like to hang out by her window. She also has a bird statue that is mad out of ice. That Abuelo mad her when they were in the truck .Catalina and Abuelo have good , realation ,ship with echother they have ,fun with echother. they are , kind and , loving catalina feelings change throught the book. because the time she was happy because Abuelo made her a sculpcher of a Dove out of ice for her collocation of animals. Abuelo is a kind grandfather because he spends time with Catalina and plays with her does all sourts of things with her just to make her happy to feel her heart up with joy. Catalina is a emoshunoul girl with a kind grandfather.

Organization and Development of Ideas: 2

In this response, the writer presents a clear central idea ("how pragraph 2 connects to the whole intire story is because it tells how much catalina loves animals"), but it is only partially developed. The introduction consists only of the central idea, and the conclusion is very general. The organization is limited as the writer moves abruptly from one idea to the next ("catalina has a collection of animal statue's"; "Catalina and Abuelo have good , realation ,ship with echother they have ,fun with echother"; "Abuelo made her a sculpcher of a Dove out of ice for her collocation of animals") without always logically supporting or connecting to the central idea. Some ideas presented are not tied closely to the text ("catalina has a collection of animal statue's in the barn also there are animals that like to hang out by her window"; "That Abuelo mad her when they were in the truck"). Effective development of the limited relevant evidence is disrupted by some repetition that includes references to the relationship between Abuelo and Catalina instead of focusing on the central idea ("good , realation ,ship with echother they have ,fun with echother. they are , kind and , loving"; "Abuelo is a kind grandfather"; "Catalina is a emoshunoul girl with a kind grandfather"). Overall, the response reflects partial understanding of the writing purpose.

Conventions: 0

The writing demonstrates little to no command of grade-level conventions. Sentence construction is affected by misplaced and missing punctuation ("catalina loves animals because. it tells us"; "realation ,ship with echother they have ,fun"; "they are , kind and , loving catalina feelings change throught the book. because the time she was happy"). Missing capitalization and a number of misspellings are also present ("pragraph," "intire," "realation," "echother," "sculpcher," "emoshunoul"). The many errors impact the clarity of the writing and the reader's understanding of the writing.

Score Point 3

Response 1

The wood carved animals in the story goes along with the idea that she likes animals. How that is so is because she cradled the dove also meaning that she likes animals, and she would not want that dove if she didn't like animals. This means that if she didn't like animals this wouldn't be a story.

Organization and Development of Ideas: 1

In this response the writer presents an evident central idea ("The wood carved animals in the story goes along with the idea that she likes animals"). The organizational structure in this response is limited, but transitional phrases help connect ideas ("How that is so," "This means that"). The writer focuses on word choice to support the central idea ("she cradled the dove also meaning that she like animals"), but the provided evidence is too repetitious ("she likes animals"; "if she didn't like animals"; "This means that if she didn't like animals"). The insufficient evidence results in a lack of development. Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. Sentence construction, spelling, capitalization, and punctuation are generally correct. There is a minor subject-verb agreement error at the beginning ("The wood carved animals in the story goes along with the idea"), but this error does not impact the clarity of the writing.

Response 2

The carved animals careved from wood contributes to the story by showing that Abuelo can carve. I think this because Catalina's grandfather/Abeulo carved her wooden sculptures of squirels, bears, and deer. Late on in the story in paragraph 11 and 12 says Abeulo took out of his pocket a whitting knife and began to start to scrape the iceicle. In paragraph 12, Abeulo scraped off the lat chips of ice off te dove's beak. Then, Abeulo gently placed the dove in Cataline's hand. So, this is why I think how paragrph 2 contributes to the story by showing that Abeulo can carve.

Organization and Development of Ideas: 2

In this response, the writer presents a clear central idea for how the wooden animals contribute to the story ("by showing that Abuelo can carve"). The organizational structure includes a brief introduction, some evidence of transitional phrases ("I think this because"; "In paragraph 12"; "So, this is why"), and a limited conclusion. The writer includes relevant text evidence to support the central idea ("Catalina's grandfather/Abeulo carved her wooden sculptures of squirels, bears, and deer"; "Abeulo took out of his pocket a whitting knife and began to start to scrape the iceicle"; "Abeulo scraped off the lat chips of ice off te dove's beak"), but the development remains partial due to insufficient explanation. The expression of ideas is basic, and overall, the response reflects a partial understanding of the writing purpose.

Conventions: 1

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. Sentence construction and capitalization are generally correct. Grammatical errors include subject-verb agreement errors ("animals . . . contributes"), incorrect word choice ("Late on in the story"), and missing words ("12 [it] says Abeulo"). Numerous misspellings ("careved," "squirels," "whitting," "paragrah," "te dove's") are also evident. The response has several errors, but the reader can understand the writer's thoughts.

Response 3

I claim that paragraph 2 contrubute to the story by talking about the carved forest animals from wood and this help it because the probem is that Catalina wanted a dove the is like a cristal that was sold in the store and the solution is that the grandpa makes a dove with a ice that was henging on the roof of thier house.

My evidence is that paragraph 2 is important because if the paragraph 2 wasn't thier we will not know that she likes the wooden forest animals and we will not understand really about Catalina and learning about the mai characer is a very important thing to the passage.

My reasoning is that we need to understand about the main character and if the paragraph 2 wasn't there we will not understand why she loved the icecrystale dove at the store and if we have the information we will know why she really loved the ice dove at the store.

Organization and Development of Ideas: 2

In this response, the writer presents a central idea that “paragraph 2 contrubute to the story by talking about the carved forest animals from wood and this help it because the probem is that Catalina wanted a dove . . . and the solution is that the grandpa makes a dove,” but it is only partially developed. The organizational structure is limited, with an introduction that doubles as the claim, and no clear concluding statement. The progression of ideas is not always clear or easy to follow. The writer includes text-based evidence about Catalina liking the wooden animals, but the evidence is insufficiently explained and somewhat repetitive (“we will not know . . . we will not understand”). Some ideas are loosely connected as the writer shifts from explaining Catalina’s interest in the wooden animals to discussing the ice dove solution without clearly explaining how these ideas connect to paragraph 2’s contribution. The explanation does not consistently show how the wooden animals help develop the story, weakening the logical development of the response. The expression of ideas is basic, with general and sometimes unclear wording (“this help it”; “we will not understand really about Catalina”), and sentences are at times ineffective, which interferes with clarity. Overall, the response reflects partial understanding of the writing purpose.

Conventions: 1

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. There are repeated errors across multiple categories, including sentence construction, punctuation, grammar, and spelling. Sentence construction includes unclear sentence boundaries due to run-on sentences (“I claim that paragraph 2 contrubute to the story by talking about the carved forest animals from wood and this help it because the probem is that Catalina wanted a dove the is like a cristal that was sold in the store and the solution is that the grandpa makes a dove with a ice”). Capitalization is generally correct. Grammatical errors are evident, including a subject-verb agreement error (“paragraph 2 contrubute”) and incorrect or missing words (“a ice,” “the is like a cristal”). There are also numerous spelling errors throughout the response (“contrubute,” “probem,” “thier,” “cristal,” “henging”). The response has several errors, but the reader can understand the writer’s thoughts.

Score Point 4

Response 1

I infer that paragraph 2 had an impact to the story because it says that her grandfather had carved animals from wood. That really helps the story and is the main reason to the solution because without knowing how carve things, such as wood or ice, Abuelo couldn't have carved the dove and made Catalina happy. Therefore, paragraph 2 created a solution to the fact that Isabel wanted a crystal dove. So this is why I think that paragraph 2 contributed to the story.

Organization and Development of Ideas: 2

In this response, the writer presents a vague central idea ("it says that her grandfather had carved animals from wood"), but it is partially developed. A purposeful structure that includes an introduction and conclusion is present. Ideas are connected by transitions ("That really helps . . . because," "Therefore," "So this is why"), but sentence-to-sentence connections and clarity may be lacking. Text evidence is limited and insufficiently explained ("without knowing how carve things, such as wood or ice, Abuelo couldn't have carved the dove"; "paragraph 2 created a solution to the fact that Isabel wanted a crystal dove"). The expression of ideas is basic with some repetition ("the main reason to the solution," "paragraph 2 created a solution"), and word choice is general and imprecise at times. Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 2

The writer demonstrates consistent command of grade-level-appropriate conventions. Sentence construction, punctuation, capitalization, grammar, and spelling are generally correct. The response has few errors, and these errors do not impact the clarity of the writing.

Response 2

The animals that were carved from wood contribute to the story because the the story it says her pets lived in her bedroom window and her grandfather carved them out of different types of wood. Catalina likes them becuase they are special to her also her grandfather made them and they are different colors. another example is at the end of the story she got a ice dove that she wanted and her grandfather made it with iceicles and the loves the colors when she puts the dove in the sun and and they are cool colors. I think the carvings are special to Catalina becuase her grandfather made them and she loves him and she is greatful to have him.

Organization and Development of Ideas: 3

This response begins with the central idea that “Catalina likes them becuase they are special to her also her grandfather made them”. The focus is consistent throughout, creating a response that is unified and easy to follow. A purposeful structure that includes an effective introduction and conclusion is evident (“Catalina likes them becuase,” “another example”). The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways. The writer sufficiently develops the response by paraphrasing relevant text-based evidence (“it says her pets lived in her bedroom window and her grandfather carved them out of different types of wood”) and explains “I think the carvings are special to Catalina becuase her grandfather made them and she loves him and she is greatful to have him.” The expression of ideas is clear and effective. The writer’s word choice is specific and purposeful and enhances the response. Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 1

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. Sentence construction errors include some run-on sentences caused by missing punctuation. Occasional errors in capitalization (“another example”), grammar (“a ice dove,” “and the loves the colors”), and spelling (“becuase,” “iceicles,” “greatful”) are evident. The response has several errors, but the reader can understand the writer’s thoughts.

Score Point 5

Response 1

When Catalina was in her room there where wood carvings. This is how they contribute to the story.

To begin, the carvings contribute to the story because it shows that she likes carvings. What I mean is that the carvings are her favorite animals.

In the store that they went to there where crystal carvings of animals. Catalina really liked the animals but they could not afford them. The article says "She entered the store and ran to her favorite display in the big front window. There, on strings hanging from the ceiling, were a dozen, perfectly carved, crystal animals." Catalina also liked the shiney, little ice dove that her grandpa made for her. The dove was another carving that her grandpa made that he loved. The selection says "Gently, Abuelo placed the ice dove in Catalina's hands. Catalina cradled the dove. Ignoring the prickly cold that stung her palms, she lifted the dove up to watch the sunlight spill through it". Catalina loved the ice dove her grandpa made for her. Even though it wasn't the crystal from the store. In conclusion, the carvings contribute to the story because they show that she likes carvings.

Next, the carvings contribute to the story because they show that she collects carvings her Abuelo makes. What I mean is that she likes collecting carvings. The crystal carvings were something that she could have put in her collection but they couldn't afford them. Paragraph 8 says "Catalina put the dove down carefully on the table. She put her hands in a pockets and backed out the front door, watching the dove as she left." Because they couldn't afford the crystal dove, she couldn't add to her collection. But when Catalina and her grandpa got home, her and her grandpa saw some icecles hanging from the porch. Catalina's grandpa broke off an icecle, took out his widdling knife, and started doing something. Paragraph 11 says "Abuelo tugged on his gloves then reached up and snapped off an icicle. Catalina Blinked, startled by the sharp pop it made. Abuelo took out his widdling knife and began to scrape the icicle. Puzzled, Catalina edged in closer to her grandfather and watched the curved figure of a dove appear through the ice crystal." Now Catalina can add another carving to her collection (or put it in the freezer).

In conclusion, the carvings contribute to the story to show that Catalina likes collecting carvings.

In conclusion, the carvings at the beggining of the story contribute to the story because they show that Catalina likes carvings and that she has a collection of carvings.

Organization and Development of Ideas: 3

In this response, the writer presents a clear and fully developed central idea (“it shows that she likes carvings . . . carvings are her favorite animals” and “they show that she collects carvings her Abuelo makes”). The focus is consistent throughout, creating a response that is unified and easy to follow. A purposeful structure that includes an effective introduction and conclusion is evident (“The article says,” “The selection says,” “Next,” “Because they couldn’t . . . she couldn’t,” “But when,” “Now”), and the sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways. The response includes well-chosen relevant text-based evidence that consistently supports and develops the central idea and includes clear explanations (“they went to there where crystal carvings of animals. Catalina really liked the animals. . . .The article says ‘She entered the store and ran to her favorite display. . . . There, on strings hanging from the ceiling, were a dozen, perfectly carved, crystal animals’”; “The selection says ‘Gently, Abuelo placed the ice dove in Catalina’s hands. Catalina cradled the dove. . . . Catalina loved the ice dove her grandpa made for her. Even though it wasn’t the crystal from the store”). The expression of ideas is clear and effective (“Now Catalina can add another carving to her collection (or put it in the freezer)”). Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. Sentence construction, punctuation, capitalization, grammar, and spelling are generally correct. The response has few errors, and those errors do not impact the clarity of the writing.

Response 2

In “The Ice Dove,” by Diane de Anda, it tells of a girl named Catalina who loves animals but can’t get the crystal dove she wants. The carved wooden animals in paragraph 2 contribute to the story by revealing how she likes animals, which explains why she wanted the crystal dove.

In paragraph 2, the author states, “ There sat her collection of forest animals her grandfather had carved for her from wood: cherry-colored squirrels, birch-gray deer, bears with stripes of wood grain down their rounded backs.” This means that Catalina cares about animals; why else would her grandpa carve such intricate little creatures? If she didn’t like animals, she’d neglect the carvings, and her grandfather wouldn’t make more.

Also, in paragraph 5, the text states, “Her grandfather watched Catalina cradle the dove in her hands. He watched as she lifted the piece into the sunlight that filtered through the window.” This means that Catalina loves the dove because she held it gently and looked at it with wonder. Paragraph 2 supports that she cares about animals, so the reader understands her actions.

In conclusion, the treasured wooden animals help the reader understand why Catalina loves the glittering dove, and are therefore important.

Organization and Development of Ideas: 3

In this response, the writer presents a clear central idea (“The carved wooden animals in paragraph 2 contribute to the story by revealing how she likes animals, which explains why she wanted the crystal dove”). The organizational structure is effective, with a clear introduction, logically ordered body paragraphs, and a concluding statement that reinforces the central idea. The writer uses purposeful transitions (“In paragraph 2,” “Also,” “In conclusion”) to connect ideas and support a clear progression, making the ideas easy to follow. Specific, relevant text-based evidence is provided and clearly explained (“cherry-colored squirrels, birch-gray deer, bears with stripes of wood grain down their rounded backs”; “This means that Catalina cares about animals; why else would her grandpa carve such intricate little creatures”; “cradle the dove in her hands . . . lifted the piece into the sunlight” . . . “This means that Catalina loves the dove because she held it gently and looked at it with wonder”). The writer also demonstrates purposeful word choice that enhances the response (“intricate little creatures,” “cradle the dove,” “looked at it with wonder”) to clearly convey Catalina’s feelings and deepen the explanation. Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 2

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

Condition Code: Off Topic

During the scoring process, the Automated Scoring Engine (ASE) assigns a “condition code” to student responses that are determined to be non-scorable by the ASE. The following student responses included language patterns that reflected an off-topic response and received the associated condition code. Responses that do not address the prompt receive a score of zero.

Response 1

They carved with their teeth, dogs teeth are very sharp enough to go through bones certaint tipe of bones like chickien bones so i woulent be suprised if they coul carve.

Response 2

a bird becomes friends with a human and then the bird has to leave so the human makes something for the bird to ramind the bird about the human.

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

Squash Soup

Characters

MARIA: *A farmer*

JOLENE: *A farmer*

RICHARD: *A farmer*

[The setting is an old farm village. Maria, Jolene, and Richard sit together in Richard's kitchen discussing their recent harvest.]

SCENE 1

- 1 **MARIA:** Friends, this may be the best harvest we've had in years. What say we celebrate with a feast tonight?
- 2 **JOLENE:** I certainly agree. We must relish our good fortune. With our yields, we can make a soup that will be the talk of the town. It will be a night to remember!
- 3 **MARIA:** I'll say! It is decided—we will cook a fine soup together this evening and share it with the town. My carrots and onions will make the soup hearty.
- 4 **JOLENE:** I'll bring my spices to enrich the flavor and aroma. *[Turning to Richard.]* And your squashes will be the centerpiece. If our soup is to reflect our successes, only the best will do.
- 5 **RICHARD:** Ha! I have worked hard to grow the finest squash around. You may have relied on luck for crops such as spices and vegetables, but my squash is worth more. I will not so easily give that up just to watch my efforts disappear into such a simple soup as this.
- 6 **JOLENE:** Forgive me, but I don't believe your squash alone can measure up to a soup with our foods combined.
- 7 **RICHARD:** Then you must not know the quality of my squash. I will join you later, but you enjoy your soup. I'll be quite happy with my own meal.

8 **MARIA:** Suit yourself. [*She shares a look with Jolene.*] I can ask my neighbor for her pumpkins to complete the soup. She will surely oblige our request.

9 [*Maria and Jolene exit together.*]

10 **RICHARD:** [*Laughing to himself.*] My squash speaks for itself. I will be eating better than everyone tonight!

SCENE 2

11 [*A group of townspeople are seated at a long table in the village square. Maria and Jolene are tending to a large pot of soup cooking over a fire. Richard arrives holding a plate of cooked squash.*]

12 **JOLENE:** [*Tasting the soup.*] So good!

13 **MARIA:** I agree!

14 **RICHARD:** [*Breathing in the soup's scent.*] It does smell quite delicious. Say, may I have a taste?

15 **MARIA:** My friend, I'm afraid there may not be enough for you. [*She looks down at the squash in Richard's hands.*] My neighbor had the misfortune of a small pumpkin harvest and could not help us fill out the soup. Maybe if you had added your share, there would be enough. We will serve our guests first and then see what is left for you.

16 **RICHARD:** I'm sorry to hear about our neighbor's pumpkins. [*Gesturing at the other villagers around the table.*] But what did *they* contribute?

17 **MARIA:** [*Chuckling.*] How do you think we are able to serve the soup to all these people? Everyone lent a hand—one family gathered the tables and chairs, others provided the drinks and silverware.

18 **JOLENE:** Beyond that, our gracious neighbors have agreed to sing songs for us after the meal. They even brought instruments.

19 **RICHARD:** [*Frowning.*] I'm content with what I have. Enjoy your soup, but be ashamed of your refusal to share it with me! [*He sits down at the table and begins eating his squash gloomily.*]

20 **MARIA:** [*Glancing at Richard.*] You know, there's still time to make this soup more . . . *special*. Richard, you still have a lot of squash on your plate. Would you consider adding some to the pot?

- 21 **RICHARD:** [*Hesitating.*] It won't do to keep this squash from others whose crops weren't as lucky as mine. I'll tire of it soon anyway!
- 22 [*Richard adds several pieces into the pot and the soup's color turns into a beautiful orange.*]
- 23 **JOLENE:** Well! This could be our finest soup after all. [*She ladles a serving into a bowl and hands it to Richard.*] What do you think?
- 24 **RICHARD:** [*Tasting the soup and grinning.*] I think it needs more squash! [*He dumps the rest of his squash into the pot and Jolene stirs. Everyone receives a bowl of soup and begins eating happily.*]

Grade 4 Reading Short Constructed Response

Prompt

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

What can the reader infer about Richard from lines 5 through 10?
Support your answer with evidence from the play.

Item-Specific Rubric

Score: 2

A complete response will provide one of the following explanations about the key idea about Richard:

- He believes he is a skilled farmer.
- He is proud of his squash harvest.
- He is selfish.

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:

- “You may have relied on luck for crops such as spices and vegetables, but my squash is worth more.” (line 5)
- “Then you must not know the quality of my squash.” (line 7)

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 about what the reader can infer about Richard.

Score: 0

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

Sample Student Responses

Score Point 0

Response 1

richerd grew the squash fo the squash soupe

The writer does not provide an accurate answer about what the reader can infer about Richard from lines 5 through 10 (“richerd grew the squash fo the squash soupe”), and no relevant text evidence from the play is provided.

Response 2

In paragraph5 to 10 it talked about Julene wants Richard to forgive him .

The writer does not provide an accurate answer about what the reader can infer about Richard from lines 5 through 10 (“paragraph5 to 10 it talked about Julene wants Richard to forgive him”), and no relevant text evidence from the play is provided.

Response 3

I can infer the reader about Richard,Richerd is a sweet and kind person. I found my evedance in paragragh 1 2 and 3. Richerd said “It will be a night to remeber!”

The writer does not provide an accurate answer about what the reader can infer about Richard from lines 5 through 10 (“Richerd is a sweet and kind person”). The writer provides irrelevant text evidence that does not support an accurate answer (“It will be a night to remeber!”).

Response 4

The reader can infer about Richard beacuse. In paragraph. 7 he forgave Jolene. Also in paragraph.16 he felt sad for someone. This proves the reader can infer about Richard.

The writer does not provide an accurate answer about what the reader can infer about Richard from lines 5 through 10 ("The reader can infer about Richard beacuse. In paragraph. 7 he forgave Jolene. Also in paragraph.16 he felt sad for someone. This proves the reader can infer about Richard"). The writer does not provide relevant text evidence from the play.

Score Point 1

Response 1

ha i have worked hard to grow the finest squash aruond.

In this partial response, the writer does not provide an accurate answer about what the reader can infer about Richard from lines 5 through 10. However, the writer provides relevant text evidence (“ha i have worked hard to grow the finest squash aruond”).

Response 2

In paragraph 5 to 10 that he worked very hard to grow the finest squash around, luck for crops such as spices and vegetables, but his squash is worth more , is gonna take effort disappear into such a simple soup as this. They don't know the quality of his squash alone up to a soup with our foods combined, my squash speaks for itself.

In this partial response, the writer does not provide an accurate answer about what the reader can infer about Richard from lines 5 through 10. However, the writer provides relevant paraphrased evidence (“he worked very hard to grow the finest squash around”; “his squash is worth more”; “They don't know the quality of his squash”; “my squash speaks for itself”).

Response 3

that he is being mean to jolene and maria

In this partial response, the writer provides an accurate answer about what the reader can infer about Richard from lines 5 through 10 (“that he is being mean to jolene and maria”) but does not provide relevant text evidence from the play to support the answer.

Response 4

my afforts disappear into such a simple soup as this and speaks for itself.

In this partial response, the writer does not provide an accurate answer about what the reader can infer about Richard from lines 5 through 10. However, the writer provides relevant text evidence (“my afforts disappear into such a simple soup as this and speaks for itself”).

Score Point 2

Response 1

What the reader can infer about Ricard from lines 5 though 10 is, that Richard is rude he was rude to his own friends and he was kind of braging to. The text states that 'Ha, I have worked hard to grow the finest squash around. You may have luck for crops such as spices and vegetbles, but my squash is worth more.' and that is what the reader can tell about Richard from lines 5 though 10.

In this complete response, the writer provides an accurate answer about what the reader can infer about Richard from lines 5 through 10 ("Richard is rude he was rude to his own friends and he was kind of braging to"). The writer supports this answer with relevant text evidence ("Ha, I have worked hard to grow the finest squash around. You may have luck for crops such as spices and vegetbles, but my squash is worth more' ").

Response 2

The reader can infer that Richard is being greedy and selfish. You can tell by the stage directions and the words he uses. Richard does not want to contribute to his friends and keep it all to himself. He thinks that his squash alone will be better than soup.

In this complete response, the writer provides an accurate answer about what the reader can infer about Richard from lines 5 through 10 ("The reader can infer that Richard is being greedy and selfish"). The writer supports this answer with relevant text evidence ("Richard does not want to contribute to his friends and keep it all to himself. He thinks that his squash alone will be better than soup").

Response 3

The reader can infer that richard is very rood. In paragraph 5 Richard said "my sqush is worth more.

In this complete response, the writer provides an accurate answer about what the reader can infer about Richard from lines 5 through 10 ("richard is very rood"). The writer supports this answer with relevant text evidence ("my squash is worth more").

Response 4

I can infer that Richard is greedy and is unwilling to give up some of his crop. I know this because line 10 states that "I will not so easily give that up just to watch my efforts disappear into such a simple soup such as this".

In this complete response, the writer provides an accurate answer about what the reader can infer about Richard from lines 5 through 10 ("Richard is greedy and is unwilling to give up some of his crop"). The writer supports this answer with relevant text evidence ("I will not so easily give that up just to watch my efforts disappear into such a simple soup such as this").

Grade 4 Writing Short Constructed Response

Grade 4 Writing Short Constructed Response

Passage: “A Fawn in My Backyard”

Original Paragraph:

(19) We read the rest of the web page and learned that it is normal for a mother deer to leave a young fawn alone for most of the day. (20) The mother needs to eat a lot. (21) The fawn is too small and weak to keep up with her. (22) You would think that another animal might bother a fawn just lying there in the grass, but newborn fawns have no scent. (23) Animals that hunt do not often notice them.

Prompt

Mikayla wants to combine the ideas in sentences 20 and 21. 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 0

Response 1

The mother needs to eat a lot of food the fawn is weak and small its to hard for it to keep up.

The response does not combine the two sentences in a clear and effective way. The writer removes the period between the two sentences, but without correct punctuation or words to connect the two original sentences, the result is a run-on sentence. The response is an ineffective sentence revision.

Response 2

The Mom needs to eat a lot for the fawn fawn that stroge yet so he cant keep up with the Mom.

The response does not combine the two sentences in a clear and effective way. The writer creates a run-on sentence and provides an unclear attempt at rewording sentence 21 (“fawn that stroge yet so he cant keep up”). The overall revision does not successfully complete the task of combining sentences 20 and 21 effectively.

Response 3

The mother needs to eat alot and the fawn is too and to keep up with her

The response does not combine the two sentences in a clear and effective way. Although the writer adds the conjunction “and” to appropriately connect the two original sentences, sentence 21 is missing essential information (“the fawn is too [small] and [weak] to keep up with her”), resulting in an ineffective revision.

Response 4

becuse the mother deer needs to eat a lot, and the fawn is to weak to to keep up with her.

The response does not combine the two sentences in a clear and effective way. Although the writer correctly adds the conjunction “and” to join sentences 20 and 21, the addition of “becuse” at the beginning of sentence 20 results in one long sentence fragment. The overall revision does not successfully complete the task of combining sentences 20 and 21 effectively.

Score Point 1

Response 1

The mother needs to eat a lot,But the fawn is too small and weak to keepupwith her

The response combines the ideas in a clear and effective way. The writer removes the period between sentences 20 and 21 and adds a comma followed by a conjunction (“,But”) to form a compound sentence with an appropriate revision that maintains the meaning of the original two sentences. The incorrect capitalization of “But,” a missing period, and missing spaces (“keepupwith”) are editing errors that do not affect the score of this revising task.

Response 2

The mother needs to eat a lot, and the fawn is too small and weak to keep up with her.

The response combines the ideas in a clear and effective way. The writer removes the period between sentences 20 and 21 and correctly adds a comma followed by a conjunction (“, and”) to form a compound sentence with an appropriate revision that maintains the meaning of the original two sentences.

Response 3

I think that the way Mikayla should combine sentences 21 and 22 is that “The mother needs to eat a lot but the fawn is too small and weak to keep up with her.” I think this because in the story it says “The mother needs to eat a lot. The fawn is too small to keep up with her. ” This tells me that the sentence might need a conjunction. That is how Mikayla should combine the ideas in sentences 21 and 22.

The response combines the ideas in a clear and effective way. The writer removes the period between sentences 20 and 21 and adds a conjunction (“but”) to form a compound sentence with an appropriate revision that maintains the meaning of the original two sentences. The missing comma before a conjunction in a compound sentence is an editing error that does not affect the score of this revising task. The additional explanatory writing outside of the revision also does not negatively affect the scoring of the response.

Response 4

The mother needs to eat a lot but on the other hand, the fawn is too small and weak to keep up with her.

The response combines the ideas in a clear and effective way. The writer adds the conjunction “but” and a transitional phrase (“on the other hand”) to form a compound sentence. The missing comma before “but” is an editing error that does not affect the score of this revising task.