



State of Texas Assessments of Academic Readiness

Grade 5 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 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 and Short Constructed Response

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

Elephant and Hare

A story from India

by Jan Thornhill

- 1 Hare and her friends had always lived peacefully among the tall grasses that grew on the shore of a clear blue lake. No one ever bothered them.
- 2 One day Elephant came crashing out of the jungle, followed by his herd. The elephants were thirsty and had been looking for water for a long time. When they saw the shimmering blue lake, they were so excited, they stampeded through the grasses toward the water. They were in such a hurry, they didn't notice that they were trampling the burrows of Hare's friends beneath their huge feet.
- 3 After drinking and washing, Elephant led his herd back into the jungle to spend the night. On their way, the elephants' enormous feet crushed many of the tender grasses that Hare and her friends used for food.
- 4 Hare was frantic with worry. She knew the elephants would return to the lake the next day. She thought very hard and finally came up with an idea.
- 5 "Don't worry," she told the other hares. "I have a plan."
- 6 A full moon was just peeking above the trees as Hare hopped to the jungle to talk to Elephant. She hopped right into the middle of the herd and started shouting as loud as she could, but no one paid any attention to her because her voice was tiny and hard for elephants to hear. When Hare was almost hoarse with shouting, Elephant flapped his ears. He thought there was some kind of strange insect buzzing around his head. He flapped his ears again, but the noise wouldn't go away.
- 7 "What's that annoying sound?" he finally said.
- 8 "It's me!" shouted Hare.
- 9 Elephant looked down. He squinted at Hare and said, "Who are you?"

- 10 "I am a loyal subject of the all-powerful moon god," said Hare, bowing. "He has sent me to give you a message."
- 11 "Go on," said Elephant politely, although he didn't believe a word Hare was saying.
- 12 "When you and your herd went down to the lake today," said Hare, trying not to sound nervous, "you trampled the homes and food of the moon god's loyal subjects. This has made the moon god extremely angry. He is so angry that he commands you to leave and never return."
- 13 "I don't believe in any moon god," scoffed Elephant. "Give me proof."
- 14 "Follow me to the lake then, and you will see the moon god for yourself," said Hare. "But watch where you're walking this time," she added.
- 15 When Elephant and Hare got to the edge of the lake, Hare pointed at the reflection of the full moon in the still water.
- 16 "There is the mighty moon god," she said. "Pay your respects by dipping your trunk in the lake."
- 17 Elephant thought this was a silly thing to do, but he agreed. He stretched out his long trunk and touched the surface of the lake with it. Instantly, the water quivered and rippled, making the moon's reflection burst into hundreds of shimmering pieces. Elephant threw back his trunk in fright.
- 18 "See how angry the moon god is?" shouted Hare.
- 19 "You're right," said Elephant, shaking with fear. "I promise I'll never annoy the moon god again!"
- 20 And with that Elephant headed back to his herd in the jungle, being very careful indeed not to stomp on any grasses or burrows on his way.

"Elephant and Hare" from CROW & FOX AND OTHER ANIMAL LEGENDS by Jan Thornhill, Maple Tree Publishing, 1996.
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Grade 5 Reading Extended Constructed Response

Prompt



ESSAY: Write your essay in the empty box below.

Read the story “Elephant and Hare.” Based on the information in the story, write a response to the following:

Argue whether Hare is right to solve her problem in the way that she does.

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

Remember to —

- clearly state your claim
- organize your writing
- develop your ideas in detail
- use facts and 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

Argumentative/Opinion Writing Rubric

Score Point	Development and Organization of Ideas
3	Argument/Opinion is clear and fully developed The argument/opinion is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow. Organization is effective A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the argument/opinion. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways. Evidence is specific, well chosen, and relevant The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the argument/opinion. For pairs in grades 3–5, evidence is drawn from at least one text. The response reflects a thorough understanding of the writing purpose. Expression of ideas is clear and effective The writer’s word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer’s ideas and contribute to the overall quality of the response and the clarity of the message.
2	Argument/Opinion is present and partially developed An argument/opinion is presented, but it may not be clearly identifiable because it is not fully developed. The focus may not always be consistent and may not always be easy to follow. Organization is limited A purposeful structure that includes an introduction and conclusion is present. An organizational structure may be apparent, but it may not be consistent and may not always support the logical development of the argument/opinion. Sentence-to-sentence connections and clarity may be lacking. Evidence is limited and may include some irrelevant information The response may include some text-based evidence to support the argument/opinion, but it may be insufficiently explained, and/or some evidence may be irrelevant to the argument/opinion. For pairs, evidence is drawn from at least one of the texts. The response reflects partial understanding of the writing purpose. Expression of ideas is basic The writer’s word choice may be general and imprecise and at times may not convey the writer’s ideas clearly. Sentences and phrases are at times ineffective and may interfere with the writer’s intended meaning and weaken the message.

Score Point	Development and Organization of Ideas
1	• Argument/Opinion is evident but not developed An argument/opinion is present but not developed appropriately in response to the writing task. • Organization is minimal and/or weak An introduction or conclusion may be present. An organizational structure that supports logical development is not always evident or is not appropriate to the task. • Evidence is insufficient and/or mostly irrelevant Little text-based evidence is presented, or the evidence presented is mostly extraneous and/or repetitious. Explanation of any evidence presented is insufficient and may be only vaguely related to the writing task. The response reflects a limited understanding of the writing purpose. • Expression of ideas is ineffective The writer's word choice is vague or limited and may impede the quality and clarity of the essay. Sentences and phrases are often ineffective, interfere with the writer's intended meaning, and impact the strength and clarity of the message.
0	• An argument/opinion may be evident. • The response lacks an introduction and conclusion. An organizational structure is not evident. • Evidence is not provided or is irrelevant. The response reflects a lack of understanding of the writing purpose. • The expression of ideas is unclear and/or incoherent. <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

She solved her problem by A full moon was just peeking above the trees and Hare hopped to the jungle for her to talk to the Elephant and she hopped right into the middle into the herd and stared shouting as loud as she could.

Organization and Development of Ideas: 0

In this response, the writer does not state a claim. Instead, a very brief summary of the actions taken by Hare to solve her problem is presented. The introduction is incomplete, and there is no conclusion, which results in a lack of organizational structure. The response also lacks purposeful development since there is no argument to support. 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 Development and Organization of Ideas trait, the response will also earn 0 points in the Conventions trait.

Response 2

Argue wether hare is right to solve her problem in the waythat she does.
There was a elephant that he was thirstey so he saw a blue lake and stamped the water.The elephant went into the water and crushed hares freinds and the plants they didn't know beacause they were in a such a rush.After the elephant driked and washed the elephants left to the jungle to spend the night. The hare was worried that the elephants are gonna comback so the hare thinked really hard so the elephants never comback. the hare got an idea that the elephant won't comeback.

Organization and Development of Ideas: 0

The writer does not assert a claim as to whether Hare was right or wrong in the way she solved her problem. Instead, the prompt is repeated ("Argue wether hare is right to solve her problem in the waythat she does"), and then a summary of the action in the passage is presented. Without the inclusion of an argument or opinion, the response does not contain information that addresses the prompt in a relevant way. The expression of ideas is incoherent due to the absence of a clear message about Hare's actions, and 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 Development and Organization of Ideas trait, the response will also earn 0 points in the Conventions trait.

Score Point 1

Response 1

I don't think the hare solve her problem the right way. The hare coulde have tell the elephant the turt and work something out at the end so everbody will how been happy. The elephant will got thire water and the hare will have they food seff.

My evidence is the hare made the elephant dipp his trunk in the water making it look like the moon burst into hundreds so the hare lie and trick the elephant so he leave them alon. Also if you think about it the hare was kind been seflees because the hare made have no water so her food wolud have been seff

she sloud not lie and trick the elephant she sholud talk and work thing out. This my reison how the hare sloud have sovlve her problem.

Organization and Development of Ideas: 1

In this response, the writer presents an evident claim ("I don't think the hare solve her problem the right way"), but it is not developed appropriately in response to the writing task. The organizational structure includes a brief introduction and conclusion but does not always logically support the development of the claim. Evidence is present but sparse ("hare made the elephant dipp his trunk in the water making it look like the moon burst into hundreds so the hare lie and trick the elephant so he leave them alon"), and the explanation is insufficient ("if you think about it the hare was kind been seflees because the hare made have no water so her food wolud have been seff"). The expression of ideas is limited, which impedes the quality and clarity of the writing. 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 throughout the response is affected by grammatical errors ("I don't think the hare solve her problem the right way"; "The elephant will got thire water and the hare will have they food seff"; "she sloud not lie and trick the elephant she sholud talk and work thing out"), and spelling errors further weaken the response ("turt [truth]," "everbody," "thire [their]," "seff [safe]," "dipp," "alon," "seflees [selfish]," "sloud" and "sholud" [should]," "reison," "sovlve"). There are many errors, and these errors impact the clarity of the writing and the reader's understanding of the writing.

Response 2

Hello today im going to tell you why the hare was right to sovlе her problem like that first the Elephats where trampling the burrows of the hares it states in Elephant and Hare, "They didn't notice that they where trampling the burrows Hare's friends beneath thier there juge feet", And the Elephats crushed the grass the hares eat it states in Elephats and Hare", The elephats enormous feet crushed many of the tender grasses that hare and her friends used for food", And i thihk it was right for the hare to solve the problem like that. I hope you like my paper and now you know it was right for the hare to sloved his problem like that

Organization and Development of Ideas: 1

The writer presents an evident claim in the opening sentence ("Hello today im going to tell you why the hare was right to sovlе her problem like that"), which serves as a brief introduction. Although a brief conclusion is also present ("And i thihk it was right for the hare to solve the problem like that. I hope you like my paper and now you know it was right for the hare to sloved his problem like that"), the organization remains minimal. Some relevant text evidence is included ("first the Elephats where trampling the burrows of the hares it states in Elephant and Hare," "They didn't notice that they where trampling the burrows Hare's friends beneath thier there juge feet", "And the Elephats crushed the grass the hares eat it states in Elephats and Hare", "The elephats enormous feet crushed many of the tender grasses that hare and her friends used for food") although the explanation of this evidence is insufficient. The writer's word choice is mostly limited, which impacts the strength and clarity of the message. The response reflects a limited understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. There are errors in sentence construction due to incorrect comma usage and lack of punctuation ("Hello today im going to tell you why the hare was right to sovlе her problem like that first the Elephats where trampling the burrows of the hares it states in Elephant and Hare"; "I hope you like my paper and now you know it was right for the hare to sloved his problem like that"). In addition, there are numerous spelling errors throughout the response ("sovlе," "where trampling [were trampling]," "there [their]," "Elephats," "thier," "juge [huge]," "thihk," "sloved"). 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

I think Hare was right to solve her problem the way she did because ... she thought long and hard about her idea I know this because in paragraph 17-20 it stated eleaphant was scared and belived in the "Moon God". So that is why Hares plan worked well and it's because she took her time and she tried her best and she succeded in plan to help her and her friends. So in conclusion Hare was defintly right to solve her problem the way she did.

Organization and Development of Ideas: 1

The writer provides a claim ("I think Hare was right to solve her problem the way she did"), but this idea is not developed appropriately in response to the writing task. An organizational structure that supports logical development is weak. The introduction is limited to the claim, and a conclusion is provided ("So in conclusion Hare was defintly right to solve her problem the way she did"). Although paraphrased text evidence is present ("eleaphant was scared and belived in the "Moon God"), explanation is insufficient. The expression of ideas is limited due to vague and limited word choices that impede the quality and clarity of the writing. The response reflects a limited understanding of the writing purpose.

Conventions: 1

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. There are punctuation errors, including a missing period ("she thought long and hard about her idea I know this because") and a missing comma ("So in conclusion Hare was defintly right to solve her problem the way she did"). There is also a capitalization error ("eleaphant was scared"), grammatical errors ("Hares plan," "and she succeded in plan to help"), and spelling errors ("eleaphant," "belived," "succeded," "defintly"). The response has several errors, but the reader can understand the writer's thoughts.

Response 2

The hare was right to solve her or his problem like that. Because in paragraph it says they were in such a hurry they didn't notice they were trampling the hares friends borrows. This proves that if the hare didnt use her method the elephants would still come back. Secondly in paragraph 6 it says he herd some strange buzzing he flapped his ears but the noise would go this proves that if he or her didnt do that he or her would never get his attention. Lastly in paragraph 17,18 and 19 it says he agreed to stretch his trunk instantly the water rippled making the moons reflection burst into little pieces look how angry it is said the hare your right said the elephant, I will never annoy again. This tells that if the hare never used the method he or her would persuade him. To sum it up this is why I think that the hare was right to her or his problem like that.

Organization and Development of Ideas: 2

In this response, the writer states the claim in the opening sentence ("The hare was right to solve her or his problem like that"), which also serves as a brief introduction. A conclusion is also present ("To sum it up this is why I think that the hare was right to her or his problem like that"). In addition to an introduction and conclusion, a purposeful organizational structure is evident but limited, as the writer presents three pieces of relevant text evidence and follows each one with brief but relevant explanations to support the claim ("Because in paragraph it says . . . This proves that"; "Secondly in paragraph 6 it says . . . this proves that"; "Lastly in paragraph 17,18 and 19 it says . . . This tells that"). The writer's word choice is general, and the resulting expression of ideas is basic. The response reflects partial understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. There are many errors with sentence construction in the form of multiple run-ons ("in paragraph 6 it says he herd some strange buzzing he flapped his ears but the noise would go this proves that if he or her didnt do that he or her would never get his attention"; "it says he agreed to stretch his trunk instantly the water rippled making the moons reflection burst into little pieces look how angry it is said the hare your right said the elephant, I will never annoy again"). In addition to missing sentence boundary punctuation, there are also comma-usage errors ("Secondly in paragraph 6"; "Lastly in paragraph"; "To sum it up this is why"), grammatical errors ("the hares friends borrows"; "didnt"; "he flapped his ears but the noise would go"; "your right said the elephant"; "this is why I think that the hare was right to her or his problem like that"), and spelling errors ("solve"; "friends"; "paragraph"; "herd [heard]"; "attention"; "stretch"). The response has many errors, and these errors impact the clarity of the writing and the reader's understanding of the writing.

Score Point 3

Response 1

In my opinion,Hare is right to solve her problem in the way that she does because Elephant had destroyed all of Hare's food.According to the text,"On their way,the Elephant enormous feet crushed many of the tender grass that Hare and her friends used for food."This shows why Hare is right to solve her problem in the way she does because Elephant crushed the tender grass that they had use for food.

Organization and Development of Ideas: 1

A relevant argument is presented with the claim that "Hare is right to solve her problem in the way that she does because Elephant had destroyed all of Hare's food." Organization is minimal as the writer follows up with text that supports the claim ("On their way,the Elephant enormous feet crushed many of the tender grass that Hare and her friends used for food") but there is little in the way of explanation to develop this support. The writer also includes a conclusion as a restatement of the claim. The expression of ideas is somewhat ineffective due to limited or repeated word choices. The response reflects a limited understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. Although there are a couple of grammatical errors ("the Elephant enormous feet," "crushed the tender grass that they had use for food"), overall, the response has few errors, and they do not impact the clarity of the writing.

Response 2

Hare is right to solve her problem in the way that she does because when the herd of elephants came out the jungle they trampled over Hare's friends burrows.

One reason Hare is right to solve her problem is because she is trying to protect her friends from getting trampled on again, and my evidence on that is in paragraph 2 and it says. **"Hare was frantic with worry. She knew the elephants would return to the lake the next day. She thought very hard and finally came up with an idea"**. This evidence shows that she thought of a plan to keep the elephant herd away from the lake.

Another reason why Hare is right is right to solve her problem is because she doesn't want the elephant herd to come back to the lake because her friends homes got trampled on and after the elephants left their enormous feet crushed Hare adn her friends food so my evidence on this is that she made uo a plan to keep the elephant herd away from the lake and their food and my proveon that is also in paragraph 5 and it says **"Don't worry, she told the other hares, I have a plan."** this evidence shows that she wants to keep them away.

Organization and Development of Ideas: 2

The writer presents the claim that "Hare is right to solve her problem in the way that she does because when the herd of elephants came out the jungle they trampled over Hare's friends burrows," which also serves as an introduction. Although the final sentence could be considered a brief conclusion for the entire response, overall, there is only a limited organizational structure that is evident, including some transitions that aid in the development of the argument ("One reason," "Another reason"). The writer provides quoted text evidence, although it is not always sufficiently explained ("**Don't worry, she told the other hares, I have a plan.**" this evidence shows that she wants to keep them away"). In addition, the expression of ideas is basic with word choice that is mostly general ("my evidence on that is"; "she thought of a plan to keep the elephant herd away from the lake"; "so my evidence on this is that"; "this evidence shows that she wants to keep them away"). Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 1

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. There are several errors including sentence construction and punctuation errors, most notably in the long run-on sentence in the third paragraph. In addition, the beginning of the final sentence is not capitalized ("this evidence shows that she wants to keep them away"). There are grammatical errors with possessives ("her friends homes," "her friends food") as well as spelling errors ("adn," "uo," "proveon"). Overall, although the response has several errors, the reader can understand the writer's thoughts.

Response 3

Imagine your a hare and your having a peaceful day by the lake with your hare freinds and elphants 100 times bigger tha you come storming out of the looking for water and they crush your burrows and food that you shared with your freinds and then they flee the seen. How would you handle the problem ?. In this essay you will learn what hare did in this problem. Hare is right to solve her problem in the way she does because when the Hare says she has been sent by the moon good she appears to have more athority. Furthermore, the plan was a smart plan and she knew a full moon was in the sky and she munipulated the elephants because of the hare .

Hare is correct to solve her situation in the way that she did because when the Hare said she was sent the the moon god it gave more power. According to the text it says" I am a loyal subject of the all-powerful moon god". This explains the hair looks as she has more power after saying she is a servant of the moon god. Because when she says she works for the moon god the elphants actually gave her a chance to prove her self . Because if she said you destroyed my home the elphants probably would of just ignored her knowing shes just a normal hare and their way bigger than her.

Hare is right to solve he conflict in the fashion she did becuase the Hare new that there was gonna just the right condishens for her plan. According to the text it says" A full moon was just peeking above the trees as Hare hopped to the jungle to talk to Elephant". This explains that Hare planed smartly. Because the author had to say a full was gonna come out and that was crucial to the hare's plan and the elphants thought it was fake so didnt expect much and thats how they got muniplated.

In conclusion Hare is correct to use the solution she used to resolve the promblem in the way that she does because she made herself look more like a threat when she said she was sent from the moon god. Moreover, the Hare ganned the trust that tricked the elephant.

Organization and Development of Ideas: 3

In this response, the writer presents a fully developed claim supporting Hare's method of solving her problem ("Hare is right to solve her problem in the way she does because when the Hare says she has been sent by the moon good she appears to have more athority"). A purposeful structure that includes a clear introduction and conclusion is evident. Sentences and ideas are logically connected in highly effective ways through the use of the writer's observations ("Hare is correct to solve her situation in the way that she did because when the Hare said she was sent the the moon god it gave more power"; "Hare is right to solve he conflict in the fashion she did becuase the Hare new that there was gonna just the right condishens for her plan"), which are supported with relevant text-based evidence ("According to the text it says' I am a loyal subject of the all-powerful moon god'"; "According to the text it says' A full moon was just peeking above the trees as Hare hopped to the jungle to talk to Elephant'") that is clearly explained. The expression of ideas is clear, and most sentences are effectively crafted to convey the writer's ideas. Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. There are a number of examples of sentence construction errors including run-ons ("Furthermore, the plan was a smart plan and she knew a full moon was in the sky and she manipulated the elephants because of the hare"), missing commas, numerous grammatical errors ("Imagine your a hare and your having a peaceful day"; "they flee the seen "; "knowing shes just a normal hare "; "their way bigger than her "; "Hare is right to solve he conflict "; "the Hare new that "; "didnt expect much and thats how"), and misspellings ("peaceful"; "freinds"; "apears"; "athority"; "manipulated"; "elphants "; "becuase "; "condishens "; "muniplated "; "promblem "; "ganned" [gained]). 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

Hare is not right for solving her problem the way she did. The first reason she isn't right for fixing her problem the way she did was because she lied about the moon god and scared the elephant from drinking the water. Paragraph 19 it says, "You're right," said Elephant, shaking with fear. "I promise I'll never annoy the moon god again!". This evidence proves that Hare did the wrong thing. The last reason Hare wasn't right for how she handled the situation is because Hare frightened the elephant just to get him to stop trampling the grass and over their burrows. I know this because the last sentence of paragraph 17 says, "Elephant threw back his trunk in fright.". This basically says that she frightened Elephant by having him put his trunk in to scare himself. To wrap up everything that has been stated, Hare did not do the right thing to solve the problem.

Organization and Development of Ideas: 2

The writer presents the claim that "Hare is not right for solving her problem the way she did." The focus may not always be consistent and may not always be easy to follow. An organizational structure that includes an introduction, which is limited to the claim, and a conclusion is present ("To wrap up everything that has been stated, Hare did not do the right thing to solve the problem"). Although text-based evidence is provided ("Paragraph 19 it says, 'You're right,' said Elephant, shaking with fear. 'I promise I'll never annoy the moon god again!'"; "the last sentence of paragraph 17 says, 'Elephant threw back his trunk in fright.'"), it is not sufficiently explained ("she lied about the moon god and scared the elephant from drinking the water . . . This evidence proves that Hare did the wrong thing"; "Hare frightened the elephant just to get him to stop trampling the grass and over their burrows . . . This basically says that she frightened Elephant by having him put his trunk in to scare himself"). In addition, the expression of ideas remains basic, and the writer's word choices are mostly general and imprecise. Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level conventions. The response has a few errors, including spelling errors ("sentence," "basically"), but those errors do not impact the clarity of the writing.

Response 2

I beilieve Hare is right to solve her problem they way she did and here is why. She's right because it would be hard to do it any other way since she's small. It was a good plan Elephant believed it so it worked and got the job done. It may have been rude to lie but Elephant was being rude as well, like in paragraph 11 he says "Go on, said Elephant politley, although he didn't believe a word Hare was saying." doesn't that seem a bit rude? And in paragraph 13 he said "I don't believe in any moon god, scoffed Elephant" again that's also pretty rude. She also did a good job on keeping her cool while in plan although she was worried. So it's not that the plan was bad or rude it was the idea she came up with and it worked. Although she did leave Elephant in a fright. She did get the job done and now here lake and grass are safe. No one was harmed during her plan just frightend but that's not a bad thing. If anything Elephant deserved it a bit. Because he had no care what so ever to make sure there was no hares or other animals that might live there. Nothing bad happened so everything was okay! So that is why I think the way she solved the problem the way she did was right way to do it.

Organization and Development of Ideas: 3

The writer presents a claim that "I beilieve Hare is right to solve her problem they way she did". The focus is consistent throughout, creating a response that is unified and easy to follow. An organizational structure is effective. The first three sentences of the response serve as the introduction and the last two sentences as the conclusion ("Nothing bad happened so everything was okay! So that is why I think the way she solved the problem the way she did was right way to do it"). The writer logically connects ideas in purposeful and effective ways, and text-based evidence is woven into a fully developed explanation for why Hare was right to solve her problem the way she did ("It may have been rude to lie but Elephant was being rude as well, like in paragraph 11 he says 'Go on, said Elephant politley, although he didn't believe a word Hare was saying.' doesn't that seem a bit rude?"; "So it's not that the plan was bad or rude it was the idea she came up with and it worked. Although she did leave Elephant in a fright"). The writer's explanations enhance the response. Almost all sentences are crafted to convey the writer's ideas and contribute to the quality of support for the claim. The expression of ideas is clear and effective. Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 1

The writer demonstrates inconsistent command of grade-level-appropriate conventions. Errors in sentence construction and punctuation are present ("It was a good plan Elephant believed it so it worked"; "No one was harmed during her plan just frightend but that's not a bad thing"), and spelling errors are evident ("beilieve," "frightend"). The response has several errors, but the reader can understand the writer's thoughts.

Score Point 5

Response 1

Have you ever used trickery to solve a problem? Well hare sure has. Hare was right to solve her problem the way she did because it was not just only her problem but her friends' too. Trickery was the right way to solve her problem because Elephant might not have listened to her, their burrows and food sources were getting destroyed and the problem could worsen.

There are many things that support what Hare did because Elephant might not have listened to her. According to the text, Hare had jumped in the middle of the herd and started shouting at the top of her lungs but no one noticed because she was so small. This evidence shows that if Hare hadn't tried tricking the elephants they might have not noticed because her voice was so tiny.

Another thing that supports what Hare had done was the fact that all their burrows and food sources were getting destroyed. The text states, that when the elephants were rushing to get water they had trampled almost all the hares' burrows. When the elephants were returning they had crushed the tender grasses that the hares used for food. This evidence shows that if Hare had not tricked the elephants this would have happened again, this time destroying everything.

One more thing that shows that what hare did was not wrong is that if she hadn't acted sooner the problem might have worsened. The author states that "Hare was frantic with worry. She knew the elephants would return to the lake the next day." This evidence shows that if hare hadn't used trickery to solve her problem the elephants would return ruining everything in their path.

In conclusion if Hare hadn't used trickery to solve her and her friends' problem Elephant might not have listened to her, their burrows and food sources would have gotten destroyed, and the problem would have worsened. The next time you find yourself in a sticky situation remember Hare and her unique problem solving method.

Organization and Development of Ideas: 3

The writer presents a claim that "Hare was right to solve her problem the way she did because it was not just only her problem but her friends' too." The organization is highly effective and includes paragraphs devoted to both an introduction and a conclusion. A paragraph is devoted to each of the three reasons that Hare is right to solve her problem the way she does, and these reasons are fully developed.

Transitional wording is used to connect paragraphs ("There are many things," "Another thing," "One more thing," "In conclusion"), and the writer also includes sentence-to-sentence connections to strengthen the logical progression ("According to the text," "This evidence shows that"). The writer provides specific, well chosen, and relevant quoted and paraphrased evidence that is clearly explained and consistently supports and develops the claim. The expression of ideas is clear and effective because all sentences convey the writer's ideas and contribute to the clarity of the message. Overall, this response reflects a thorough understanding of the writing purpose.

Conventions: 2

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

Response 2

In the story, *Elephant and Hare*, Hare uses trickery to keep the elephants away from the lake. Hare does this for many solid reasons. Hare was right to trick the elephants into leaving.

The elephants are very strong compared to Hare and her friends; they had easily trampled their homes (*paragraph 2*). Also, the elephants have been living in the jungle for quite some time, giving them a clear advantage over Hare and her friends. Therefore, Hare and her friends would not be able to fight against them.

Also, the elephants seem to think very highly of themselves, such as when Elephant scoffs after hearing Hare's message (*paragraph 13*). and when he believes paying tribute to the moon god is silly (*paragraph 17*). Asking politely would clearly not convince the elephants to leave, as they believe themselves to have a high reputation.

After analyzing the past two strategies, which would not work, trickery is the only ideal strategy left. Hare should play to her advantages, one of which is her brainpower. Having a high view of yourself, like the elephants, usually results in a dull mind, and overconfidence will make you more gullible to trickery.

The elephants were superior to the Hare and her friends in many ways, which forced Hare to trick them into leaving. Hare and her friends were in serious danger, as the elephants were going back to the lake the following day, which is why Hare used trickery. Overall, Hare made the right choice of tricking the elephants into leaving.

Organization and Development of Ideas: 3

The writer provides a claim that "Hare was right to trick the elephants into leaving." The focus is consistent throughout, creating a response that is unified and easy to follow. The organizational structure effectively supports the development of the claim as a brief introduction is provided ("In the story, *Elephant and Hare*, Hare uses trickery to keep the elephants away from the lake"), as is an effective concluding paragraph. Each of the three body paragraphs are used to effectively develop support for the claim, and transitions are used to logically connect paragraphs and sentences in purposeful ways ("The elephants are very strong"; "Therefore, Hare and her friends"; "Asking politely would clearly not convince the elephants"; "After analyzing the past two strategies"; "Hare should play to her advantages"). The writer provides relevant paraphrased text evidence that is fully developed and clearly explained. The expression of ideas is effective because the writer's word choices are specific and purposeful, and all sentences convey the writer's ideas and contribute to the clarity of the message. Overall, this response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. The response has very few errors, including some spelling errors ("tribute," "elephants," "yourself"), but 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

Did you know that when animals don't drink water during days can be harmful for their health and them and it could be a dangerous risk for their health?

Animals who lived in very hot areas can be dangerous for their health because the need of water that can affect them and their health. This shows that having days without drinking affect you're health or it could be a dangerous risk that can be more dangerous to humans because humans can not be with out water during days According to the text: "Animals who lived in hot areas probably not healthy because in hot areas there is not water and it also a big risk for them because it affects their health.

At finally, animals need water and food for their health and another important things that can help them survive and stay safe

Response 2

I put a check by write a well organized passage then under specific details i right exaxt evidence by remeber to i write 1 by manage your time carefully i write 2 by write your response i write 3 and on the side of it put directions or steps then i draw my boxes i on the three boxes connected to the rectangular one i put T.E [aka text evidence] in the rectangular box i put Based on the imformation i put in the story write a well response to the following: Argue whether Hare is right to solve her problem in the way that she does.

Read the next two selections. Then choose the best answer to each question.

Passage 1:

Clarence Birdseye was an American inventor and businessman. In the early 1900s, he began experimenting with frozen food.

***from* Clarence Birdseye: Frozen Food Innovator**

by Joanne Mattern

- 1 At the time, frozen food was not popular. It simply didn't taste good. Birdseye concluded this was because the food was frozen too slowly. He believed people would eat more frozen food if it tasted better. So, he kept experimenting.
- 2 Next, Birdseye tried freezing vegetables. He washed some cabbages in salt water and froze them in the cold air. Later, he thawed out some cabbage and ate it. The cabbage tasted great!
- 3 Now Birdseye was certain that food must be frozen quickly. Then, meats and vegetables would look and taste fresh when cooked.
- 4 Birdseye soon discovered a way to flash freeze foods. First, fresh food was packaged in small cardboard cartons. Then, they were frozen between two metal surfaces chilled to -40 degrees Fahrenheit (-40°C). Birdseye received a patent¹ for this method in 1924.

The Quick Freeze Machine

- 5 In 1924, Birdseye met several businessmen who believed in his freezing method. They agreed to work with him. Together, they formed the General Seafoods Company. It was located in Gloucester, Massachusetts. The company packaged and sold boxes of frozen fish.
- 6 At General Seafoods, Birdseye was able to improve his machinery. By 1926, he had invented the double belt freezer. Birdseye called it his Quick Freeze Machine. It could freeze large quantities of food. Fish was still packaged in cartons and pressed

¹patent—A patent protects a person's rights to an invention, meaning that others cannot make or sell it without permission.

between metal plates. But, the new plates were hollow and chilled to -25 degrees Fahrenheit (-32°C).

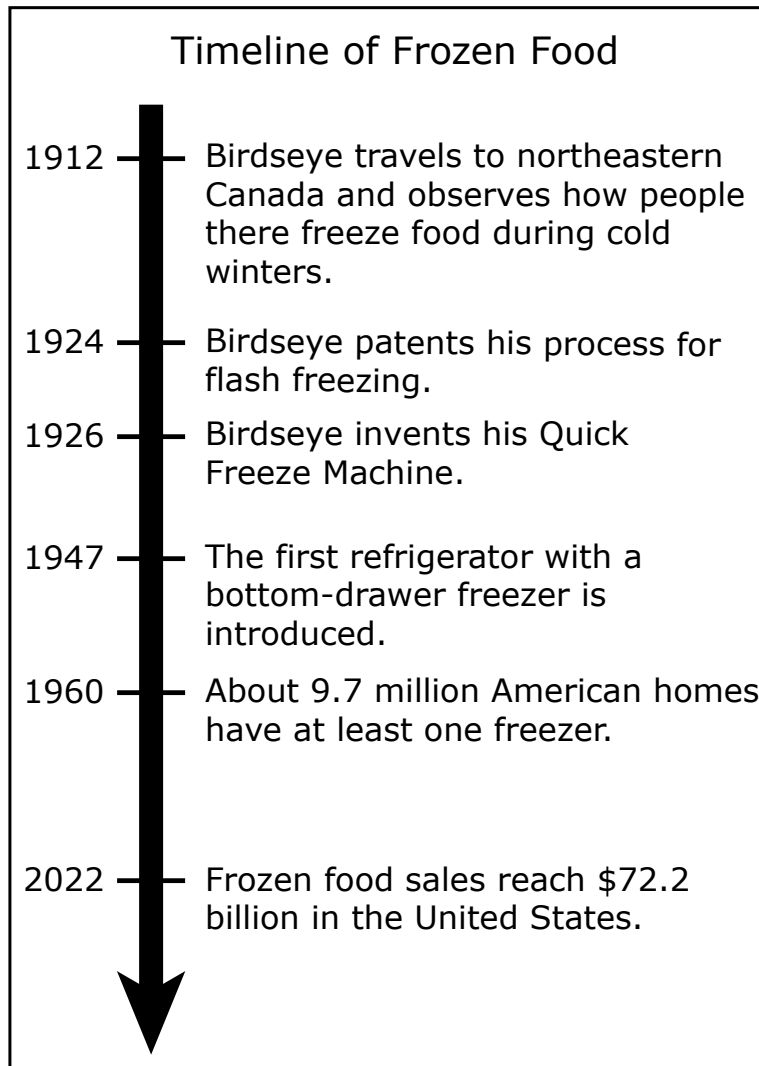
7 This method froze food very quickly! It could freeze meat in only 90 minutes. Fruits and vegetables took just 30 minutes. Soon, the new machine was freezing all kinds of different foods. Birdseye was granted a patent for his Quick Freeze Machine in 1930.

8 In 1929, Birdseye and his partners sold General Seafoods. A large food business called Postum bought it for \$22 million. Postum changed the General Seafoods name to Birds Eye Frosted Food Company.

Convenient Food

9 Before World War II, canning had been one of the most common ways to preserve food. But during the war, tin for cans was hard to come by. Freezing became a better option than canning. People soon began buying more frozen food products.

10 By the late 1940s, home freezers were popular. Frozen foods became common in home kitchens. They made it more convenient for busy families to eat healthy food.



From CLARENCE BIRDSEYE: FROZEN FOOD INNOVATOR by Joanne Mattern, ABDO Publishing, 2015. Used by permission.

Passage 2:

From Tin to Table

- 1 If you walk through a grocery store, you will likely find a canned food aisle. Stacked one on top of another, these colorfully labeled cans create a wall of possibilities. A staple in stores today, canned food has been around for many years. Canning is a popular way to preserve, or make food last a long time.
- 2 In 1795, the French government realized that it had a problem. France was at war with several different countries. It was difficult to find food for soldiers that could be easily transported and would not spoil. The government wanted someone to invent a solution. It even offered a cash prize.
- 3 Nicolas Appert, a chef, rose to the challenge. He experimented with storing food in tightly sealed jars. The jars were placed into boiling water for a certain amount of time. It worked! The food did not spoil. Appert did not fully understand it, but the combination of heating and sealing the jars eliminated bacteria and prevented new bacteria from entering. After working on this idea for years, Appert won the prize in 1809.
- 4 Others have further developed the canning process. A man named Peter Durand invented the tin can, which became widely used. Improved glass jars were also created, making it easier for people to do canning at home. As canning grew in popularity, scientists continued to do research and set guidelines to ensure that it was done safely.



Home Canning with Glass Jars

K-State Research and Extension/Flickr.com

- 5 A variety of foods can be canned, including fruits, vegetables, and meat. Different steps must be taken depending on the type of food. Luckily, most nutrients remain even after the process is complete. Eating canned food can be another way to enjoy a healthy meal.
- 6 There are many companies that produce canned food to be sold in stores. Today's machines can seal more than 2,000 cans each minute. However, many people continue to can food at home after growing it or purchasing it fresh.



Production of Food in Tin Cans

AP Photo/Seth Perlman

- 7 Canning food is like stopping time. Although fresh food is great, there will always be a need to preserve it. The process of canning is one way in which people have fulfilled that need.

Grade 5 Reading Short Constructed Response

Prompt

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

Based on the ideas presented throughout the article “From Tin to Table,” what can the reader conclude about the usefulness of canning food in different situations? Support your answer with evidence from the article.

Item-Specific Rubric

Score: 2

A complete response will provide one of the following explanations about what the reader can conclude about the usefulness of canning food in different situations:

- The usefulness of canning food has expanded over time.
- The usefulness of canning food has changed from only in extreme situations like war to everyday life.

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:

- "If you walk through a grocery store, you will likely find a canned food aisle." (paragraph 1)
- "It was difficult to find food for soldiers that could be easily transported and would not spoil." (paragraph 2)
- "However, many people continue to can food at home after growing it or purchasing it fresh." (paragraph 6)

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 conclude about the usefulness of canning food in different situations.

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

The reader can conclude the usefulness of canned food in different situations.

The writer does not provide an accurate answer about what the reader can conclude about the usefulness of canning food in different situations ("The reader can conclude the usefulness of canned food in different situations"), and no relevant text evidence from the article is provided.

Response 2

The reader can conclude about the usefulness of canning food in different situation by freezing the food.

The writer does not provide an accurate answer about what the reader can conclude about the usefulness of canning food in different situations ("The reader can conclude about the usefulness of canning food in different situation by freezing the food"), and no relevant text evidence from the article is provided.

Response 3

It would be difficult to heat it up if you do not have something close to you so that you can heat the canned food up.

The writer does not provide an accurate answer about what the reader can conclude about the usefulness of canning food in different situations ("It would be difficult to heat it up if you do not have something close to you so that you can heat the canned food up"), and no relevant text evidence from the article is provided.

Response 4

i really like how they made this passage and tin table means something likea metal table

The writer does not provide an accurate answer about what the reader can conclude about the usefulness of canning food in different situations (“i really like how they made this passage and tin table means something likea metal table”), and no relevant text evidence from the article is provided.

Score Point 1

Response 1

Canning is a popular way to preserve, or make food last a long time

In this partial response, the writer provides an accurate answer about what the reader can conclude about the usefulness of canning food in different situations (“Canning is a popular way to preserve, or make food last a long time”), but does not provide relevant text evidence from the article to support the answer.

Response 2

canned food is good for saving since they don’t rot or mold because there in a canned till there open or eated so canned food can be good in other ways.

In this partial response, the writer provides an accurate answer about what the reader can conclude about the usefulness of canning food in different situations (“canned food is good for saving since they don’t rot or mold because there in a canned till there open or eated so canned food can be good in other ways”) but does not provide relevant text evidence from the article to support the answer.

Response 3

the usefulness of using caned food before WW2 was a lot because it kept the food from going bad quickly

In this partial response, the writer provides an accurate answer about what the reader can conclude about the usefulness of canning food in different situations (“the usefulness of using caned food before WW2 was a lot because it kept the food from going bad quickly”) but does not provide relevant text evidence from the article to support the answer.

Response 4

the usefunless of canning food is that it was hard for soliders to eat without their food going spolied i know this becauit was diffse in the text it says it was diffcult to find food for soliders to eat without it getting spoiled.

In this partial response, the writer provides an accurate answer about what the reader can conclude about the usefulness of canning food in different situations (“the usefunless of canning food is that it was hard for soliders to eat without their food going spoiled i know this becauit . . . it was diffcult to find food for soliders to eat without it getting spoiled”) but does not provide relevant text evidence from the article to support the answer.

Score Point 2

Response 1

The usefulness of canning food in different situations is when you transport it it wont spoil. In the text it says The French goverment realized that it had a problem. France was at war with several countries. It was difficult to find food for soldiers that could be easily transported and would not spoil. The goverment wanted someone to invent a solution. It even offered a cash prize. Nicolas Appert, a chef, rose to the challenge. He experimented with storing food in tightly sealed jars. The jars were placed into a boiling water for a certain amount of time. It worked!

In this complete response, the writer provides an accurate answer about what the reader can conclude about the usefulness of canning food in different situations ("The usefulness of canning food in different situations is when you transport it it wont spoil."). The writer supports this answer with relevant text evidence ("It was difficult to find food for soldiers that could be easily transported and would not spoil.").

Response 2

There are so many differnt ways that can foods can help you through different situations. One situation is that you can buy canned foods, and the canned foods will never spoil so you can save them for when ever you need it.I know this because in paragragh 3 of "From Tin to The Table" it says "The food did not spoil." This shows that when putting food it to a sealed can it can help you if you need food to be saved for a long time and not have it spoiled.

In this complete response, the writer provides an accurate answer about what the reader can conclude about the usefulness of canning food in different situations ("One situation is that you can buy canned foods, and the canned foods will never spoil so you can save them for when ever you need it."). The writer supports this answer with relevant text evidence ("The food did not spoil.").

Response 3

The reader can conclude that the cannned food was useful for French soldiers because at that time they could not find a way to keep their food from going bad. Then they invented canned food to make the food last long. The evidence in the story is in paragraph 3 it states that, " The jars were placed into boiling water for a certain amount of time. It Worked! The food did not spoil." This means that the reader can conclude that the canned food was used to keep food from not spoiling during the French war.

In this complete response, the writer provides an accurate answer about what the reader can conclude about the usefulness of canning food in different situations ("cannned food was useful for French soldiers because at that time they could not find a way to keep their food from going bad. Then they invented canned food to make the food last long."). The writer supports this answer with relevant text evidence (" The jars were placed into boiling water for a certain amount of time. It Worked!").

Response 4

The reader can conclude that cannning food is useful because it can help preserve foods and goods. In paragraph 7 it states, "Although fresh food is great, there will always be a need to preserve it. The process of canning is one way in which people have fulfilled that need."

In this complete response, the writer provides an accurate answer about what the reader can conclude about the usefulness of canning food in different situations ("cannning food is useful because it can help preserve foods and goods."). The writer supports this answer with relevant text evidence ("Although fresh food is great, there will always be a need to preserve it. The process of canning is one way in which people have fulfilled that need.").

Grade 5 Writing Short Constructed Response

Grade 5 Writing Short Constructed Response

Passage: “Kentucky for All”

Original Paragraph:

(9) Mom and Dad had submitted their vacation ideas already. (10) The rule was that we all had to agree. (11) Then we could commit to going somewhere. (12) But so far, at least one family member had objected to each plan. (13) Arizona was too hot, Louisiana had too many mosquitoes, and now, according to Mom, Alaska would be too expensive.

Prompt

Jessica wants to combine the ideas in sentences 10 and 11. 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 it does not combine the ideas in a clear and effective way.

Sample Student Responses

Score Point 0

Response 1

The rule was that we had to agree, then we could commit to going somewhere.

The response does not combine the ideas in a clear and effective way. The writer replaces the period at the end of sentence 10 with a comma and changes the first word of sentence 11 to lowercase, which results in a comma splice. As a result, the sentences have not been effectively combined but instead have been rewritten as a run-on.

Response 2

"then we could commit to going somewhere, but so far, at least one family member had objected to each plan."

The response does not combine the ideas in a clear and effective way. The writer combines sentences 11 and 12 into a single sentence rather than sentences 10 and 11. Without information from sentence 10, and the addition of information from sentence 12, the meaning is significantly altered, and the revision task has not been completed.

Response 3

The rule if we wanted to go somewhere everyone had to agree, After everyone agreed we could all go to the place we wanted.

The response does not combine the ideas in a clear and effective way. The changes made by the writer result in two sentences written as a run-on with a comma splice as well as an alteration in the meaning of sentence 11 given that making a commitment to go to a place is not equivalent to actively going there.

Response 4

The rule was we all had to agree to where we wanted to go.

The response does not combine the ideas in a clear and effective way. Information from sentence 11 is completely missing. Without the inclusion of information from sentence 11, the meaning is significantly altered, and the revision task has not been completed.

Score Point 1

Response 1

The rule was that we all had to agree, and then we could commit to going somewhere.

This response is a complete sentence that combines the ideas from sentences 10 and 11 in a clear and effective way. A comma is present before an appropriate conjunction (“and”), which is used to combine the two independent sentences.

Response 2

The rule is we all have ro agree, sowe could commit to going somewhere.

This response is a complete sentence that combines the ideas from sentences 10 and 11 in a clear and effective way. A comma is present before an appropriate conjunction (“so”), which is used to combine the two independent sentences. The errors in spelling and spacing are considered editing concerns, which do not affect the scoring of this revision task.

Response 3

the rule was that we all had to agree and commit to going somewhere.

This response is a complete sentence that combines the ideas from sentences 10 and 11 in a clear and effective way. An appropriate conjunction (“and”) is used to combine the two independent sentences. The first word in the sentence is lowercase, but this editing error does not affect the scoring of this successful revision.

Response 4

The rule was tht we all had to agree on a place, and then we could commit to going somewhere.

This response is a complete sentence that combines the ideas from sentences 10 and 11 in a clear and effective way. A comma is present before an appropriate conjunction (“and”), which is used to combine the two independent sentences. A misspelling is present (“tht”), but it is an editing error that does not affect the scoring of this revising task.