



State of Texas Assessments of Academic Readiness

Grade 6 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 6 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 6 Reading Passage with Extended Constructed Response and Short Constructed Response

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

Young Master Yani

by Garth Sundem

- 1 When Wang Yani was three years old, she snuck into her father's painting studio. Animal-hair brushes were wrapped in cloth and jars of black liquid ink lined the walls. Sheets of handmade rice paper were stacked in piles and paintings hung from wires that crossed the ceiling. She smelled fresh ink drying on one of her father's paintings in the corner.
- 2 Yani wandered through the studio. She rubbed the brushes against her cheek and picked up jars of ink that could leave a black stain almost as powerful as a tattoo. If you have ever explored someplace new or dreamed of discovering a secret door into your own fantasyland, then you know how she felt. Finally, Yani found herself standing right in front of her father's finished painting, holding a paintbrush and a jar of ink.
- 3 What do you think she did?
- 4 Actually, she painted a huge black monkey right over the top of her father's finished work! Of course, this is right when her father walked in and Yani was caught. "Papa, I was helping you paint," she said. "I want to paint and paint!"
- 5 As you might guess, her father's first reaction was horror—Yani had destroyed his painting! But when her father showed the painting to his friends in their village of Gongcheng, China, they all agreed—the young girl's work was absolutely amazing! Rather than punishing her, Yani's father gave her a set of paints and brushes so she could make her own xieyi ("shay-e") paintings.
- 6 Xieyi painting uses big brush strokes of permanent ink. If you mess up, you have to throw the painting away and start all over again. Xieyi artists try to use only a few, perfect lines to put their feelings on paper. Most people believe you can't learn to be a great xieyi painter, but that you have to be born with a special talent for it. And Wang Yani certainly had talent.
- 7 One critic who saw her paintings said, "Yani's work is uninhibited genius. It's almost unbelievable that a youngster did these lovely, exciting works of art." An older Chinese painter gave up his brushes

after seeing Yani's work because he felt his work could never equal the beauty of hers.

- 8 Wang Yani loved to visit the zoo. After visiting, this is what she did:
- 9 First, she sat cross-legged with her eyes closed in front of a piece of rice paper, which was stretched out on the floor in front of her. She tried to picture exactly what she wanted to paint and sat as long as it took to get the image just right in her mind. To her, this was the most important step. If she could imagine something first, she knew she would be able to draw it. Then she would open her eyes and in a quick motion she would grab a brush, dab it in ink, and get to work. One heavy stroke might become the trunk of a tree. Next, she might twist the brush to a fine tip and slide it gently across the paper to make a bird's long beak. She mixed colors to create deep reds and browns, which she dropped carefully onto the paper to make flower blossoms and slender branches. Her paintings were huge, so she stepped and crawled quietly around the paper, her eyebrows knit in concentration. When her painting was finished, she used a red stamp to put her name in the lower corner. It only took half an hour to finish. When she was done, Yani would sit with her eyes closed in the same position as when she started.
- 10 It was as if she had been in a half-hour-long trance—as if somebody else had been painting and only when Yani opened her eyes would she really see her art for the first time. It's like waking up in the morning and finding you created a beautiful piece of art in your sleep. In this way, Yani painted flowers, cats, dragons, roosters, children, fish—and especially monkeys.
- 11 By the time she was four, Yani had her first painting exhibit in China. By the age of six, she had produced over 4,000 paintings. Since then, she has had art shows in Japan, England, Germany, and the United States. Wherever she has been, people have been amazed by the perfect technique and playful emotion in her art.

"Young Master Yani" from THE DOGGY DUNG DISASTER & OTHER TRUE STORIES: REGULAR KIDS DOING HEROIC THINGS AROUND THE WORLD by Garth Sundem, Free Spirit Publishing, 2006. Used by permission.

Grade 6 Reading Extended Constructed Response

Prompt



ESSAY: Write your essay in the empty box below.

Read the selection “Young Master Yani.” Based on the information in the selection, write a response to the following:

Explain how art has impacted Wang Yani’s experiences in life.

Write a well-organized essay that uses specific evidence from the selection to support your response.

Remember to —

- clearly state your controlling 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 6 Reading Passage with Extended Constructed Response

Informational Writing Rubric

Score Point	Organization and Development of Ideas
3	Controlling idea/Thesis is clear and fully developed The controlling idea/thesis 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 controlling idea/thesis. 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 controlling idea/thesis. For pairs in grades 6 through EII, evidence is drawn from both texts. 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	Controlling idea/Thesis is present and partially developed A controlling idea/thesis is presented, but it may not be clearly identifiable because it is not fully developed. The focus may not always be consistent and may not always be easy to follow. 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 controlling idea/thesis. 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 controlling idea/thesis, but it may be insufficiently explained, and/or some evidence may be irrelevant to the controlling idea/thesis. For pairs, evidence is drawn from at least one of the texts. The response reflects partial understanding of the writing purpose. 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	• Controlling idea/Thesis is evident but not developed A controlling idea/thesis 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 controlling idea/thesis, or the evidence presented is mostly extraneous and/or repetitious. Explanation of any evidence presented is insufficient and may be only vaguely related to the writing task. For pairs in grades 6 through EII, evidence is drawn from only one text. 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 controlling idea/thesis 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

Yani had destroyed her fathers paintings but when her father showed her the paintings he made to his friends in the village of Gongcheng, China, they greed that yani art is really amazing instead of punishing her for destroying her dad's paintings.

Organization and Development of Ideas: 0

The writer provides a brief summarization of a small portion of the passage without including a controlling idea. An organizational structure is not evident, and the summary of the text does not function as evidence since there is no thesis to support. The expression of ideas is unclear due to a lack of engagement with how Wang Yani's life experiences are affected by her art. 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

When Yani was three, she snuck into her fathers painting studio. She saw paint brushes and ink in jars. As she went around the studio, she started to cover her face with the black ink that her dad had. The ink could stain her face just like a tattoo. She found her self at her dads painting which was finished. She painted big black monkeys on her dads painting. She tought her dad would get very furious with her, but really her dad showed the painting to his friends that lived in the village. They were amuzed by how it looked. Her work was absolutley beautiful. Ever since then she had art shows in Japan, Germany, England, and the United States. People are amazed by how much talent and emotion she put into her paintings.

Organization and Development of Ideas: 0

In this response, the writer does not provide an evident controlling idea. Although organized chronologically, the response is constructed as a summary, which is not an appropriate or effective organizational structure for the writing task. Without a controlling idea, the references to the text do not provide relevant evidence, so the response lacks development. 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.

Score Point 1

Response 1

Art impacted Wang Yani life since, she was only four when she started painting, the paintings were so good people new she was a artist, she had made over 4,000 paintings at the age of four years old, when she was six people all over the world had seen her paintings like Japan, England and the USA, she had her own exhibit when she was four !!! many artis quite since they had been doing art for such a long time but are not as good as Wang Yani !!! Wang Yani is still so young and is the best artis so far she still has a long way to go for sure she will make good money for her paintings since they are so unbelivable for a young kid she is so talented she will be a one of a kind.

Organization and Development of Ideas: 1

The writer provides a controlling idea that is presented in the opening and concluding phrases of the response (“Art impacted Wang Yani life since . . . she is so talented she will be a one of a kind”). The response lacks an effective introduction and conclusion, and organization is minimal since a structure that supports logical development is not evident. The writer utilizes some paraphrased evidence that aligns with Wang’s talent, but it is not sufficiently explained or developed properly to support the controlling idea (“she had made over 4,000 paintings at the age of four years old, when she was six people all over the world had seen her paintings like Japan, England and the USA”; “Wang Yani is still so young and is the best artis so far she still has a long way to go for sure”). The expression of ideas is ineffective, and the writer’s word choices are limited (“many artis quite since they had been doing art for such a long time but are not as good as Wang Yani !!!”). 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 sentence construction errors with much of the writing consisting of either comma splices or run-on sentences, which result in punctuation errors with incorrect or missing sentence boundaries and missing capitalization. There are also capitalization errors that are not a result of sentence construction (“when she was four !!! many artis quite”). Additionally, there are grammatical errors (“impacted Wang Yani life”; “only four when she started painting”; “people new she was a artist”; “many artis quite since they had been doing art”) and misspellings (“artis,” “unbelivable”). The response has many errors, and these errors impact the clarity of the writing and the reader’s understanding of the writing.

Response 2

I think when she saw her father or dad working she got inspired so she wanted try and accidentally ruin her dad or fathers work but she created a master peice and her dads friends loved it and siad they liked her ao now i think she is a famous artis becuase of the accident that happend when she messed up her faather or her dads work you can say so she has been more into painting and selling them to her dad her friends and alsmost he family member oi don't know that for sure but that is my thinking and yea that is what i think how art inspired her after what happend with her dad and stuff.

Organization and Development of Ideas: 1

The writer provides a controlling idea that is best represented by the brief conclusion at the end of the response that states "that is what i think how art inspired her after what happend with her dad and stuff." The abrupt introduction ("I think when she saw her father or dad working she got inspired") provides weak organizational structure. Little text-based evidence is presented to support the controlling idea, and the explanation of this evidence is insufficient ("she wanted try and accidentally ruin her dad or fathers work but she created a master peice and her dads friends loved it and siad they liked her ao now i think she is a famous artis becuase of the accident that happend when she messed up her faather or her dads work"). The expression of ideas is ineffective with sentences and phrases that interfere with the writer's intended meaning and impact 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. The response is a single run-on sentence with only a period used at the end. There is a lack of punctuation throughout the response, and there are a number of grammatical errors ("she wanted try and accidentally ruin her dad or fathers work"; "her dads friends"; "now i think"; "he family member") and misspellings ("peice," "siad," "ao," "becuase," "happend," "faather," "alsmost"). 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

Art has impacted Young Master Yanis life massivly, it has let her go around the world and experince going to places like Japan, England, Germany and the United States said in the text, "she has had art shows in Japan, England, Germany, and the United States.

Young Master Yani has gotten to experince life in a different point of view than others not many people would go out and be creative or express themselves like Yani has .In conclusion Young Master Yani has gotten to experince many things in her life because of art and should encourage you to go out and be creative.

Organization and Development of Ideas: 1

The writer provides a controlling idea that serves as a brief introduction ("Art has impacted Young Master Yanis life massivly"). A conclusion is also present ("In conclusion Young Master Yani has gotten to experince many things in her life because of art and should encourage you to go out and be creative"). An organizational structure is evident, but instances of repetition in the evidence and insufficient explanation weaken the logical development of the controlling idea ("it has let her go around the world and experince going to places like Japan, England, Germany and the United States said in the text, 'she has had art shows in Japan, England, Germany, and the United States. Young Master Yani has gotten to experince life in a different point of view than others . . . Young Master Yani has gotten to experince many things in her life"). 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 sentence construction errors including a comma splice ("Art has impacted Young Master Yanis life massivly, it has let her go around the world and experince going to places") and a run-on ("Young Master Yani has gotten to experince life in a different point of view than others not many people would go out and be creative or express themselves like Yani has"). There are also grammatical errors ("Master Yanis life"; "experince life in a different point of view") and misspellings ("massivly," "experince," "themselves"). Overall, the response has several errors, but the reader can understand the writer's thoughts.

Response 2

have you ever been good at art that you became very skillful. art has impacted wang yanis experiences in life becuase she becomes famous and well known around the world .Wang Yani has become very famous " by the age of four,yani had her first painting exhibit in china"this shows that her art work was very famous and popular.Another way Wang Yani's experiences have impacted her life is that she has become known well aorund the world "by the age of six,she had preduced over 4,000 paintings. since then, she has had art shows in Japan, England, Germany, and the united states wherever she gas been, people have been amazed by the perfect technique and playful emotion in her art." this shows that she known well around the world for her art in conslusion, art had changed Wang Yani's life in many ways. Art can change your life too if your just try it.

Organization and Development of Ideas: 2

In this response, the writer asserts the controlling idea that "art has impacted wang yanis experiences in life becuase she becomes famous and well known around the world." A purposeful organizational structure is evident as the writer includes a rhetorical question and thesis statement that serve as an introduction and a conclusion that reinforces the controlling idea ("in conslusion, art had changed Wang Yani's life in many ways. Art can change your life too if your just try it"). However, this organizational structure is not consistent throughout and does not always support logical development. Multiple pieces of text-based evidence are utilized to support how Wang was popular all over the world (" by the age of four,yani had her first painting exhibit in china"), and the writer provides some developmental support. However, it is not always sufficiently explained. In addition, instances of repetition detract from the effectiveness of the expression of ideas. Overall, the writer demonstrates a partial understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions, including minimal use of or no evidence of correct sentence construction and punctuation. In addition, there are capitalization errors ("have you ever been," "art has impacted wang yanis," "china," "since," "united states," "this"), grammatical errors ("wang yanis experiences"; "Wang Yani has become very famous"; "this shows that she known well"; "Art can change your life too if your just try it"), and misspellings ("becuase," "aorund," "preduced," "conslusion"). 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 "Young Master Yani", the art impacted Wang Yani's life by embracing her creativity. The text says, "One critic who saw her paintings said, 'Yani's work is uninhibited genius. It's almost unbelievable that a youngster did these lovely, exciting works of art.'" This shows how the people look towards Yani and how her talent at such a young age is embracing her creativity.

Organization and Development of Ideas: 1

The writer provides the thesis in the first sentence that also serves as an introduction ("art impacted Wang Yani's life by embracing her creativity"). A conclusion is also presented ("This shows how the people look towards Yani and how her talent at such a young age is embracing her creativity"). The organizational structure is weak and provides only minimal development. The evidence ("One critic who saw her paintings said, 'Yani's work is uninhibited genius. It's almost unbelievable that a youngster did these lovely, exciting works of art'") only vaguely supports the controlling idea. The limited expression of ideas weakens the strength of the message. The response demonstrates a limited understanding of the writing purpose.

Conventions: 2

The writer demonstrates consistent command of grade-level-appropriate conventions, including sentence construction, punctuation, capitalization, grammar, and spelling, with minimal errors present. These few errors do not impact the clarity of the writing.

Response 2

Art has impacted Yani's experience in life in many different ways as first she was recognized to have mutual talent for a really famous art style called xieyi, which is expressed when the father's friends saw her painting on paragraph 5 when the text said "But when her father showed the painting to all of his friends in their village, they all agreed the young girls work was amazing". Then she has amazed people by the her technique and the emotion in her art which is expressed when on paragraph 11 the text emphasized "Wherever she has been, people have been amazed by the perfect technique and playful emotion in her art.". Not to forget that art helped find her passion by finding her hidden talent which is said on paragraph 4 when the text said "Papa, I was helping you paint" and then "I want to paint and paint". Many important people have shared their thoughts on the art she makes and its was only positive thoughts even by a critic when the text shared "One critic who saw her paintings said" "Yani's work is uninhibited genius. It's almost unbelievable that a youngster did these lovely, exciting works of art.". And finally because she has shared her art with other countries like Japan, England, The United States, and finally Germany which are all mentioned in paragraph 11 when the text said "Since then, she has had art shows in Japan, England, Germany, and the United States". These are some reasons why I think that art has impacted Yani's experience in life.

Organization and Development of Ideas: 2

The writer presents the controlling idea that "Art has impacted Yani's experience in life in many different ways" and further extends this idea with the concepts of Wang Yani having talent in art, becoming famous, finding her passion, and being well traveled. While there is an introduction and a brief concluding statement present ("These are some reasons why I think that art has impacted Yani's experience in life"), the organizational structure is not consistent and does not always support logical development of the controlling idea. Sentence-to-sentence connections and clarity are sometimes lacking. Multiple pieces of text-based evidence are presented, though there is only partial explanation beyond simply a rephrasing of this evidence. The result is an expression of the writer's ideas that remains basic throughout the essay. The response reflects partial understanding of the writing purpose.

Conventions: 1

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. There is missing punctuation ("Not to forget that art helped find her passion by finding her hidden talent which is said on paragraph 4 when the text said 'Papa, I was helping you paint' and then 'I want to paint and paint'"), grammatical errors ("amazed people by the her technique," "when on paragraph 11," "which is said on paragraph 4," "its was only positive thoughts") and misspellings ("technique," "uninhibited," "experience"). The response has several errors, but the reader can understand the writer's thoughts.

Response 3

Young master Yani is about a young girl who is ammazing at art and is better then most adults geting her art work into a exhibit in chine by the age of 4. Art has impated wang Yani's experiences in life by giveing her a lot of opratunitys. My reasons are one she is good at art and two she can have as a job for when she is adult

first is that she is good at art. in paragraph 7 it says "an older chinese painter gave up bis brushes after seeing yani's work becace he felt his work could never equal the beatuy of hers." This shows that she is good at art becace if a older main stops wanting to paint becace of her arts beatuy then she must be a good painter. this proves that her art can become a job she can use.

also is that she can us this work and talent as a job for adult hood. the text says "by the time she was four Yani had her first pinting exhibit in china. by the age of six she had produced over 4000 paintings." this shows that if she got a art exhibit by fou she can when she gets older us this a s a opertonty to sell them and make it into a job.

in conclusion, becace of her skill and that she can use it as a job it has empactered her by giveing her opurotunitys for when she is adult. in the end becace of this skill that gives her an opratunity. i say she is going to have a bright life for adult hood.

Organization and Development of Ideas: 3

The writer provides a controlling idea in the second sentence of the introduction ("Art has impated wang Yani's experiences in life by giveing her a lot of opratunitys"). A purposeful structure that includes an effective introduction and conclusion ("in conclusion, becace of her skill and that she can use it as a job it has empactered her by giveing her opurotunitys for when she is adult . . . i say she is going to have a bright life for adult hood") is evident, and two essential ideas are presented ("first is that she is good at art"; "also is that she can us this work and talent as a job for adult hood") and developed. The writer provides relevant text evidence from the passage ("in paragraph 7 it says 'an older chinese painter gave up bis brushes after seeing yani's work becace he felt his work could never equal the beatuy of hers'"; "the text says 'by the time she was four Yani had her first pinting exhibit in china. by the age of six she had produced over 4000 paintings'") and clearly explains the evidence ("This shows that she is good at art becace if a older main stops wanting to paint becace of her arts beatuy then she must be a good painter. this proves that her art can become a job she can use"; "this shows that if she got a art exhibit by fou she can when she gets older us this a s a opertonty to sell them and make it into a job"). This text-based evidence and the explanations consistently support and develop the controlling idea. The sentences, paragraphs, and ideas are logically connected in purposeful ways ("first is that," "also is that," "in conclusion"). The expression of ideas is effective as sentences contribute to the overall quality of the response. 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 repeated capitalization errors at the beginning of multiple sentences and with proper names ("wang," "yani's," "china"), usage and grammatical errors ("better then most adults"; "into a exhibit"; "a older main stops wanting to paint"; "becase of her arts beatuy"; "she can us this work"; "got a art exhibit"; "us this a s a opertonity"), and numerous spelling errors ("ammazing," "geting," "exibit," "chine," "impated," "giveing," "opraturitys," "becase," "beatuy," "opertonity," "empactered"). The many errors impact the clarity of the writing and the reader's understanding of the writing.

Score Point 4

Response 1

Art has impacted Wang Yani's experiences in life by making it more busy. Here's how her life has been more occupied by the influence of art.

Her life is more busy because since she's obsessed with art she paints alot. For example, "By the age of six, she had produced over 4,000 paintings." This implies that she paints alot, because Yani could have messed up and started a new one, so really she painted more than 4,000 paintings, thats alot for someone who's only six!

Yani is also busy because she has had a few art shows. Another example is, "Since then, she has had art shows in Japan, England, Germany, and the United States." This shows that she has traveled around the world just for people to see her art, let me remind you again, she's only six, and Yani had her first one in china at four!

So that is how art has impacted Wang Yani's life.

Organization and Development of Ideas: 2

This response begins with a controlling idea that "Art has impacted Wang Yani's experiences in life by making it more busy." The response is organized with an introduction, some logical flow of development ("Her life is more busy because," "Yani is also busy because"), and a concluding statement ("So that is how art has impacted Wang Yani's life"). The evidence is relevant but limited ("By the age of six, she had produced over 4,000 paintings") and demonstrates how Wang's life could be "more busy." The explanation that "This implies that she paints alot, because Yani could have messed up and started a new one, so really she painted more than 4,000 paintings" provides some insight and support for the idea that Yani would be quite busy if she has to produce more than 4,000 paintings to have that end result. The second piece of text-based evidence ("Since then, she has had art shows in Japan, England, Germany, and the United States") and the development that she travels a lot for being so young are correctly paired and provide some additional support for the controlling idea of being "more busy." Overall, although the two pieces of text-based evidence are relevant and some support is provided, the response would benefit from additional explanation to fully develop support for the controlling idea. The expression of ideas is basic with some word choice providing some clarity ("how her life has been more occupied by the influence of art."). As a whole, the response reflects partial understanding of the writing purpose.

Conventions: 2

The writing 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

Art has impacted Wang Yani's experiences in life by giving her opportunities to become a professional artist and by helping her become more successful in life because of her art skills and her talent to paint really good paintings.

Firstly, Art has impacted Wang Yani's life experience in life by giving her opportunities to become a professional artist. Yani's art work is already really good she can become a professional artist just like her father since people already admire her art work a lot, I know this because in paragraph 5 the text says, "But when her father showed the painting to his friends in their village of Gongchen, China they all agreed the young girls art work absolutely amazing!"

Additionally, Art has impacted Wang Yani's experiences in life by helping her become more successful in life, Yani's art helped her a lot she became a great at a really young age and that had a lot of benefits, I know this because on paragraph 11 the text says "By the time she was four, Yani had her first exhibit in China." And "By the age of six, she had produced over 4,000 paintings." "Since then, she has had art shows in Japan, England, Germany, and the United States."

Overall, Art has impacted Wang Yani's experiences by giving her opportunities to become a professional artist and by helping her become more successful. Yani's art work was already so good that she got so many events just because of how much people admired her paintings. She produced 4,000 paintings at a young age which got her the opportunity to have art shows in 4 different countries, this shows art gave her the huge opportunity to become a successful person and got her many good things in life just based of her good art skills.

Organization and Development of Ideas: 3

The writer presents a controlling idea that "Art has impacted Wang Yani's experiences in life by giving her opportunities to become a professional artist and by helping her become more successful in life". The focus is consistent throughout, creating a response that is unified and easy to follow. The first sentence that contains the controlling idea serves as an introduction, and the final paragraph is an effective conclusion. An organizational structure is evident as the writer devotes a paragraph to each of the ideas presented in the controlling idea ("Firstly, Art has impacted Wang Yani's life experience in life by giving her opportunities to become a professional artist"; "Additionally, Art has impacted Wang Yani's experiences in life by helping her become more successful in life"). Relevant text-based evidence is included to support the idea of becoming a professional artist ("in paragraph 5 the text says, 'But when her father showed the painting to his friends in their village of Gongchen, China they all agreed the young girls art work absolutely amazing!'"") as well as becoming more successful in life ("paragraph 11 the text says 'By the time she was four, Yani had her first exhibit in China.' And 'By the age of six, she had produced over 4,000 paintings.' 'Since then, she has had art shows in Japan, England, Germany, and the United States.'"). This evidence is clearly explained and consistently supports and develops the controlling idea. The expression of ideas is clear and effective. Additionally, the writer's word choices are purposeful, and almost all sentences and phrases are effectively crafted to convey the writer's ideas. 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 and grammar errors are evident (“Yani’s art work is already really good she can become a profesional artist just like her father”; “she became a great at a really young age”), and spelling errors are present (“oppertunities,” “profesional,” “expierinces”). The response has several errors, but the reader can understand the writer’s thoughts.

Score Point 5

Response 1

After reading the passage, “Young Master Yani” I can conclude that art had a huge impact in Wang Yani’s experiences in life. Being inspired by her fathers art work she wanted to paint, and in that moment had just found her future.

Wang Yani had just discovered herself, her future, sneaking into her fathers art studio and being inspired by his paintngs she wanted to be just like him. Painting an amazing painting had just changed her life. When her father had shown her painting to his friends they had all agreed Yani’s work was incredible!

Xiexyi paintings need great talent, as stated in paragraph six, “If you mess up, you have to throw the painting away and start all over again. Most people believe you can’t learn to be a great xieyi painter, but that you have to be born with a special talent for it.” This shows that this form of art is amazingly difficult, and for a three year old to succeed in it is phenomenal!

Wang Yani is now a great xieyi painter, her art has been shown across the world in Japan, England, Germany, and teh United States, In paragraph 11 it states, “ By the time she was four, Yani had her first painting exhibit in China. By the age of six, she had produced over 4,000 paintings.”

In conclusion, art had a huge impact in Wang Yani’s life, she is now a great xieyi painter know all over the world. She has amazed many people by her perfect technique and playful emotion in her art.

Organization and Development of Ideas: 3

The writer introduces the controlling idea that “art had a huge impact in Wang Yani’s experiences in life. Being inspired by her fathers art work she wanted to paint, and in that moment had just found her future” in the introductory paragraph. The response is effectively organized, featuring an introduction, conclusion, logical presentation of supporting concepts, and appropriate sentence-to-sentence connections. The writer begins by paraphrasing the events surrounding how Yani’s relationship with art begins, which is exemplified by the inspiration from her father. The controlling idea is further developed with the inclusion of relevant text-based evidence pointing to events surrounding the actual talent Yani has in xieyi painting. Finally, the writer includes the greater impact art has on Yani, which is producing so many paintings that are seen across so many places. The evidence is relevant, well chosen, and thoroughly explained. In addition, the writer’s specific and purposeful word choices strengthen the expression of ideas. The expression of ideas is clear and effective. Overall, the writer demonstrates a clear and thorough understanding of the writing purpose.

Conventions: 2

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

Response 2

Art has impacted Wang Yani's experiences in life by a land slide! By the age of 6, she has done things most people don't have the chance to do in their lifetime! One example of this is, "By the age of six, she had produced over 4,000 paintings." Though this is quite impressive, this is only one of her most incredible experiences.

As it also states in the text, "Since then, she has had art shows in Japan, England, Germany, and the United States. Wherever she has been, people have been amazed by her perfect technique and playful emotion in her art." However, even though this seems incredible, this is one thing that just can't compare to the thing I am about to show you. As the author wrote in the text, "By the time she was four, Yani had her first painting exhibit in China." Wow! Could you imagine your kids being just four years old and having a whole exhibit filled with their own paintings !?!

By having the artistic talent that she has, she has had so many different experiences open up and show themselves to her. She is truly an inspiration to people all over the world who want to succeed in art, and I hope she keeps doing art so even more experiences can show themselves to her.

Organization and Development of Ideas: 3

The writer provides a controlling idea that "By the age of 6, she has done things most people don't have the chance to do in their lifetime!". The focus is consistent throughout with a strong introduction and conclusion, creating a response that effectively supports the development of the thesis, and is unified and easy to follow. The sentences, paragraphs, and ideas are logically connected. The response includes relevant text-based evidence and clearly explains how her artistic talent impacts the different experiences available to Wang Yani to consistently support and develop the controlling idea. The expression of ideas is clear and effective. The rhetorical question in the second paragraph ("Could you imagine your kids being just four years old and having a whole exhibit filled with their own paintings !?!") amplifies the expression of ideas. The response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates 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

about the box he went to grab the box and when he got a letter agian and send him home and drink his soda and enjoy his summer break and went to the swiming pool at pool house agian and he went to go play his video game agian and he was eating frech frys from kfc and from waterburger and from popeyes and from Mudoald’s and chic fill a

Response 2

you could organize youre writing by practicing everyday thats how you practice writing or spelling words

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

Chess, Anyone?

- 1 For many students school does not end when the bell rings after the last class. They hurry to the gym or a classroom to enjoy an extracurricular activity. Most schools provide sports, band, and yearbook. However, more schools should consider offering a chess club. Chess is a game everyone can enjoy. It also develops valuable qualities that help students become successful learners.



- 2 Chess has been played for hundreds of years in many countries. It is a two-player game with set rules accepted worldwide. Each player has sixteen pieces that are moved on a chessboard, which is a type of checkerboard. One player's pieces are all white, and the other player's pieces are all black. Each piece has a name, such as king, queen, and rook. There are specific rules that determine how each piece can be moved on the board. Once a player is able to trap and capture the other player's king, the game is over. The winner is the player who can best plan and strategize against the other.
- 3 Playing chess is a perfect way to help students stimulate their minds, increase their mental endurance, and build friendships. This game can bring together students of different ages and skill levels. One reason the game is fun and challenging is because every person plays chess differently. Ultimately every player develops an individual style and uses various tactics to play the game. Although chess is a competitive sport, players develop respect for the game and opponents, which promotes good sportsmanship. As Liliana, a new chess player, explained, "I don't care if I lose. I don't care if I win. I'm just having fun."

- 4 But playing chess is more than just a fun activity. Perhaps the most compelling reason students should play chess is because it also provides educational benefits. To begin with, chess develops the ability to focus. Good chess players must not get distracted. They must concentrate and pay attention to each move their opponents make. This skill translates to the classroom as well. The ability to remain focused can help students in the classroom.
- 5 Another important skill enhanced by chess is strategic thinking. Good chess players plan and analyze the consequences of each move. They make predictions about their opponents' responses. They reevaluate their plans constantly.



- 6 A study conducted in 2000 showed that students who had received chess instruction had increased scores in several academic areas. That is because the strategic-thinking skills used in chess are the same ones needed to be successful learners in classrooms. For example, the ability to anticipate outcomes can help with reading comprehension and in social studies. Students begin to realize how characters in books are interconnected, much like the pieces on their game boards, and foresee how the deeds of one character may

affect another. They recognize that certain actions taken by citizens or leaders have direct consequences for others.

- 7 Playing chess in school has social benefits too. Competing in a chess game requires players to consider the significance of their actions before they make a move. Learning to think about the consequences of one's actions can help students to mature emotionally. Josue Garcia, a sixth grader in Alabama, plays chess as part of a school program and has made this connection. "Let's say you get mad at someone. You might say something, and it might . . . start a fight." He says that chess "helps you think about what you do before you do it."



Students can play chess together—no matter what grade they are in.

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- 8 Aren't patience, perseverance, and good sportsmanship qualities that all teachers and principals want their students to demonstrate? Offering chess as a school activity would make this hope a reality. Bobby Tabb, a teacher in Oregon, started a chess club at the elementary school where he teaches. More students joined than he expected, and it continues to be popular. Tabb knows the benefits of the game personally, having played chess in middle school and in high school as part of a championship team. "Having to think ahead about more than just one move . . . is such a good life skill," he explained.
- 9 It's hard to imagine that a game that has been around for so long has so many advantages, but it does. Given these many benefits, it is without question that every school should offer a chess club. When the bell rings to signal the end of the last class, school hallways are filled with students. And they should not just be

carrying sports cleats and musical instruments. They should also be carrying chessboards.

Grade 6 Reading Short Constructed Response

Prompt

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

What is the main claim the author makes in the selection? Support your answer with evidence from the selection.

Item-Specific Rubric

Score: 2

A complete response will provide one of the following explanations about the main claim of the selection:

- Schools can benefit from offering a chess club.
- Chess is an activity that can benefit young people in many ways.

A complete response may include, but is not limited to, the following evidence cited or paraphrased from the text:

- “Although chess is a competitive sport, players develop respect for the game and opponents, which promotes good sportsmanship.” (paragraph 3)
- “To begin with, chess develops the ability to focus.” (paragraph 4)
- “They recognize that certain actions taken by citizens or leaders have direct consequences for others.” (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 the main claim of the selection.

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 main claim the authir makes in the selection is to show readers how to play and how to learn the rules of chess.

The writer does not provide an accurate answer about the main claim the author makes in the selection ("is to show readers how to play and how to learn the rules of chess"), and no relevant text evidence from the selection is provided.

Response 2

the author wants more people to play chess

The writer does not provide an accurate answer about the main claim the author makes in the selection ("the author wants more people to play chess"), and no relevant text evidence from the selection is provided.

Response 3

The author claim is showing skill on how do you get better at chess.

The writer does not provide an accurate answer about the main claim the author makes in the selection ("is showing skill on how do you get better at chess"), and no relevant text evidence from the selection is provided.

Response 4

The author is trying to convens the read to play chess

The writer does not provide an accurate answer about the main claim the author makes in the selection ("The author is trying to convens the read to play chess"), and no relevant text evidence from the selection is provided.

Score Point 1

Response 1

The author main claim is to persuade school to start having a chess club.

In this partial response, the writer provides an accurate answer about the main claim the author makes in the selection (“is to persuade school to start having a chess club”), but does not provide relevant text evidence from the selection to support the answer.

Response 2

The main claim that the author makes is that chess will help students with acedemic, social skills, and many more things.

In this partial response, the writer provides an accurate answer for the author’s main claim (“chess will help students with acedemic, social skills, and many more things”) but does not provide relevant text evidence to support the answer.

Response 3

The main claim the author makes in the selection is in paragraph 3 which says “Playing chess is a perfect way to help students stimulate their minds, increase their mental endurance, and build friendships this game can bring together students of different ages and skill levels one reason the game is fun and challenging is because every person plays chess differently” which this explains that all students have there own style and way to play chess.

In this partial response, the writer does not provide an accurate answer about the main claim the author makes in the selection. However, the writer provides relevant text evidence (““Playing chess is a perfect way to help students stimulate their minds, increase their mental endurance, and build friendships . . . because every person plays chess differently”).

Response 4

A study conducted in 2000 showed that students who had received chess instuction had increased scores / playing chess in school has scial benefits too competing in chess game requires players to consider the significance of their actions before they make a move learning to thinkabout the consquences of ones actions can help students to mature emotionally

In this partial response, the writer does not provide an accurate answer about the main claim the author makes in the selection. However, the writer provides relevant text evidence ("A study conducted in 2000 showed that students who had received chess instuction had increased scores / playing chess in school has scial benefits too . . . can help students to mature emotionally").

Score Point 2

Response 1

The authors claim is that chess can benefit you in many different ways because in the story it highlights over that many people can make friendships and build better sportsmen ships.

In this complete response, the writer provides an accurate answer about the main claim the author makes in the selection ("chess can benefit you in many different ways"). The writer supports this answer with relevant text evidence ("people can make friendships and build better sportsmen ships").

Response 2

The main claim the author makes in the story, "Chess, Anyone?", is his idea of more schools adding chess as an extracurricular activity not just because it would be fun but also because it would benefit students not just academically but also socially. In paragraph 6 the author states, "For example, the ability to anticipate outcomes can help with reading comprehension and in social studies." This shows one way that this game can help students achieve some of their academic goals.

In this complete response, the writer provides an accurate answer about the main claim the author makes in the selection ("his idea of more schools adding chess as an extracurricular activity"; "it would benefit students"). The writer supports this answer with relevant text evidence ("For example, the ability to anticipate outcomes can help with reading comprehension and in social studies").

Response 3

The main claim that the author makes in this selection is that more schools should consider offering a chess club. The author states "Playing chess is a perfect way to help students stimulate their minds, increase their mental endurance and build friendships," all of those things teachers would want to include in their teaching. Also, the author states that "Aren't patience, perseverance, and good sportsmanship qualities that all teachers and principals want their students to demonstrate." This is why schools should offer chess clubs is main idea.

In this complete response, the writer provides an accurate answer about the main claim the author makes in the selection ("schools should offer chess clubs"). The writer supports this answer with relevant text evidence ("Playing chess is a perfect way to help students stimulate their minds, increase their mental endurance and build friendships"; "Aren't patience, perseverance, and good sportsmanship qualities that all teachers and principals want their students to demonstrate").

Response 4

I think the main claim of this story is that chess has many benefits for kids of all ages. For example, "Playing chess is the perfect way to help students stimulate their minds, increase their mental endurance, and build friendships." This evidence shows that chess is a great way to make new friends and have fun while playing. Another example is, "Perhaps the most compelling reason students should play chess is because it also provides educational benefits." This evidence shows that chess isn't just for fun it can make you more educated and help throughout life

In this complete response, the writer provides an accurate answer about the main claim the author makes in the selection ("chess has many benefits for kids of all ages" and "chess isn't just for fun it can make you more educated and help throughout life"). The writer supports this answer with relevant text evidence ("Playing chess is the perfect way to help students stimulate their minds, increase their mental endurance, and build friendships"; "Perhaps the most compelling reason students should play chess is because it also provides educational benefits").

Grade 6 Writing Short Constructed Response

Grade 6 Writing Short Constructed Response

Passage: “Good Care”

Original Paragraph:

(1) “Get it, Shyla!” I heard my parents scream as I leaped for the ball. (2) “Ouch,” I yelled immediately. (3) I had blocked the shot, but I knew as soon as I fell that I had landed badly on my left knee. (4) While my teammates ran toward me with happy squeals, I could only wince. (5) My friend Callie immediately bent down to help me get up and Rachel too. (6) Grabbing their hands, I limped to the sideline, where my parents and coach checked my knee. (7) Rachel ran over to the snack bar to grab an ice pack from one of the volunteers.

Prompt

Sentence 5 needs to be revised. In the space provided, rewrite sentence 5 in a clear and effective way.

Item-Specific Rubric

Score: 1

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

Score: 0

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

Sample Student Responses

Score Point 0

Response 1

my friend callie immediatly bent down to help me get up, and Rachel too.

This response does not express the ideas in a clear and effective way. The addition of the comma after “up” is not an effective revision. With this change, the phrase “and Rachel too” remains awkward, and the change in punctuation does not produce a smooth, coherent sentence. The capitalization and spelling errors are editing concerns that do not affect the score of this revising task.

Response 2

My friend, Callie, immediately bent down to help me get up.

This response does not express the ideas in a clear and effective way. The writer omits Rachel’s participation entirely, which leaves out an important detail from the original sentence and alters the meaning in the revised sentence.

Response 3

My friends Callie and Rachel quickly came over to help me get up.

This response does not express the ideas in a clear and effective way. Although the writer mentions both Callie and Rachel, the original meaning is altered with the description that they “quickly came over” rather than Callie bending down to help and Rachel assisting as well. When placed into the passage in context, repetition is created since the team has already run to Shyla in the previous sentence.

Response 4

My friend Callie immediately bent down to help me get up, Rachel helped me get up too.

This response does not express the ideas in a clear and effective way. In this revision, the writer repeats the action (“help me get up”) in two complete thoughts and joins them with a comma splice, creating a choppy, repetitive and grammatically incorrect structure.

Score Point 1

Response 1

Callie and my friend Rachel immediately bent down to help me get up.

The response is a complete sentence that expresses the ideas in a clear and effective way. Moving “Rachel” to the subject is a correct way to revise this sentence. Changing the placement of “my friend” does not affect the meaning.

Response 2

My freinds Callie and Rachel bent down to help me get off the ground.

The response is a complete sentence that expresses the ideas in a clear and effective way. The writer moves the placement of “Rachel” to create a compound subject and achieve an acceptable revision. The addition of “off the ground” and the removal of “immediately” do not significantly change the meaning or the essential action of the original sentence. The misspelling “freinds” is an editing error that does not affect the scoring of this successful revision.

Response 3

Inmmediatelly my friend Callie and Reachel bent down to help me get up.

The response is a complete sentence that expresses the ideas in a clear and effective way. The revision is acceptable and retains all the essential elements of the original sentence. The misspellings (“Reachel” and “Inmmediatelly”) do not detract from the score of this revising task.

Response 4

My freinds Callie and Rachel immediatly bent down to help me get up.

The response is a complete sentence that expresses the ideas in a clear and effective way. The writer groups “Callie” and “Rachel” together as a compound subject (“Callie and Rachel”) performing the same action (“bent down to help me get up”). The misspellings that are present (“freinds” and “immediatly”) are editing errors that do not negatively affect the scoring of this revision task.