



State of Texas Assessments of Academic Readiness

Grade 7 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 7 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 7 Reading Passage with Extended Constructed Response and Short Constructed Response

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

Building the Golden Gate Bridge



- 1 The Golden Gate Bridge in Northern California is immediately recognizable to almost all who see it. This iconic bridge brought change not only to the areas it connected but also to bridge-building projects across the United States.
- 2 The city of San Francisco is situated at the tip of a peninsula, separated from Marin County to the north by deep water. For years the only way to move between the areas was by boat. Limited ferry service was the only connection to San Francisco available for people in Marin County and the many small communities that surround San Francisco Bay.

Time to Design

- 3 People had long proposed building a bridge to connect San Francisco with Marin County. Many engineers did not believe spanning the distance and deep water was possible. The Bay Area is known for ferocious winds and blinding fog. The idea of building a bridge in those conditions made the project seem impossible. The expense involved in such a huge endeavor also made officials hesitate.
- 4 An ambitious engineer named Joseph Strauss insisted he had a design that would work. He also believed that construction could be completed in an affordable way. Strauss proposed that the bridge could be paid for by charging future motorists a toll for crossing it.
- 5 City officials rejected Strauss's design and his notion to finance the bridge with toll money collected after its completion. Strauss

then joined forces with a team of engineers. Together they designed an elegant suspension bridge¹ that officials finally accepted.

Safety First

- 6 In the early twentieth century, worker safety was not a priority for the building industry. People accepted that dangerous working conditions were a part of large-scale building projects.
- 7 During the building of the Golden Gate Bridge, Strauss implemented safety rules never before seen in the United States. He made hard hats mandatory for the first time. He threatened to fire any worker who refused to wear one. Bridgemen installing rivets also wore respirator masks to protect themselves from fumes released by the drilling.
- 8 In addition, Strauss had a sturdy net stretched from one end of the bridge to the other during the roadway construction phase. Workers dangling high in the air could feel safer with a net below them. This innovation proved to be one of Strauss's greatest safety measures. It saved the lives of 19 men on this project alone.



A Golden Gate Bridge innovation, a safety net, was rigged to catch workers if they fell during deck construction.

AP Photo

¹suspension bridge—A suspension bridge is a type of bridge that is hung from two or more cables that are held up by towers.

Finished at Last

- 9 The steel for the bridge arrived painted with orange primer to protect it from the elements. The plan was to paint over the orange with stripes to increase the bridge's visibility in San Francisco's fog. Officials decided to keep the bridge orange. The color was highly visible and looked good against the landscape. The unexpected color provided a combination of safety and beauty.
- 10 The Golden Gate Bridge took four years to complete. It stretches 1.7 miles and stands 746 feet high. On its opening day, it was the longest suspension bridge in the world. The link between San Francisco and Marin County was finally achieved.

The Golden Gate Bridge Today

- 11 Tourists from all over the world visit San Francisco and the Golden Gate Bridge every year. Countless writers and artists have gained inspiration from studying the views and angles of this glorious landmark. Often shrouded in a picturesque blanket of fog, the Golden Gate Bridge represents bold engineering and beautiful functionality.

Grade 7 Reading Extended Constructed Response

Prompt



ESSAY: Write your essay in the empty box below.

Read the article “Building the Golden Gate Bridge.” Based on the information in the article, write a response to the following:

Explain the effects of the safety measures Strauss put in place during the construction of the Golden Gate Bridge.

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

Remember to —

- clearly state your thesis
- 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 7 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

they put a net under where there working so that they dont fall and die
they use hard hats to keep them safe
they use mask to keep them from getting hurt from fumes

Organization and Development of Ideas: 0

The writer does not provide a thesis to explain the effects of the safety measures Strauss put in place but rather a list of safety measures (“put a net,” “use hard hats,” “use mask”). An organizational structure is not evident, as the response lacks an introduction and a conclusion. With no evident thesis in the response and no explanations offered, the text references do not constitute relevant evidence. Expression of ideas is unclear. Overall, the response reflects a lack of understanding of the writing purpose.

Conventions: 0

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

Response 2

The golden gate bridge is a great piece of history. The golden gate bridge is a glorious landmark. The bridge stretches 1.7 miles and stands 746 feet high. The golden gate bridge is a type of bridge that is hung from 2 or more cables that are held up by towers.

Organization and Development of Ideas: 0

In this response, a thesis is not evident, and only general comments are provided (“The golden gate bridge is a great piece of history”). The writer does not use a consistent or purposeful organizational structure and, instead, provides general information from the passage without addressing the prompt. There is no introduction or conclusion, and no relevant supporting evidence is provided. Overall, the response reflects a lack of understanding of the writing purpose.

Conventions: 0

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

Score Point 1

Response 1

the effects of Strauss effort is to keep his builders safe like when he built the a net to keep workers from falling off when the workers worked on the deck consruction the net saved 19 people and it was the best saftey measure the respirator masks protected workers from the fumes realeased by the drill's anyone who refused to wear a hard hat was fired beacause without the hard hat someone could get severly injured form falling on to the metal bridge that is why Strauss made them wear one and in the early twentieth century worker saftey was not important people accepted that it will be dangorus for a large scale project So Strauss implemented these saftey rules.

Organization and Development of Ideas: 1

A thesis is provided at the beginning of the response ("the effects of Strauss effort is to keep his builders safe"), but it is not developed appropriately in response to the writing task. There is a brief, perfunctory introduction and a very limited conclusion ("So Strauss implemented these saftey rules"). An organizational structure to support logical development is not always evident. Evidence is relevant ("like when he built the a net to keep workers from falling off . . . saved 19 people"; "the respirator masks protected workers from the fumes realeased by the drill's"; "anyone who refused to wear a hard hat was fired"), but development is insufficient as there is minimal explanation provided along with the textual details. Overall, this response reflects a limited understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions, including frequent errors in sentence construction, capitalization, and punctuation. The entire response is one extended run-on sentence. The writing lacks appropriate capitalization and a period at the end of all sentences except for the last one. Some spelling errors are present ("consruction," "saftey," realeased", "severly," "dangorus"). Taken together, the response has a high proportion of errors, and these errors impact the clarity of the writing and the reader's understanding of the writing.

Response 2

Strauss safety measures saved a lot of people during the construction of the birdge.

strauss made everyone of his worked a hard hat and he also put out saftey nets.

Strauss put out the saftey nets so if someone fell of the bridge during construction they would fall in the net unharmed and he made his works wear hard hats and if they didn't where a hard hat they would be able to lose there job working on the bridge tihs just shows that Strauss cared about his worked and would even fire them if they didn't follow the saftey measures Satrauss saftey measures saved 19 men wiht out those saftey meausres 19 people would of died on thaat bridge this just shows that those saftey meausres work and with out them 19 people would of died.

Organization and Development of Ideas: 1

The writer provides an evident thesis ("Strauss safety measures saved a lot of people during the construction of the birdge"), but it is not fully developed in response to the writing task. The response does not have an appropriate organizational structure to support the thesis. There is no clear introduction or conclusion, and transitions are weak. The writer lists safety measures ("Strauss put out the saftey nets so if someone fell . . . they would fall in the net unharmed"; "Satrauss saftey measures saved 19 men"), but explanation of the evidence presented is insufficient and only vaguely related to the writing task. The expression of ideas is sometimes awkward or unclear. Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. Errors include spelling ("birdge," "saftey," "where" [wear], "thaat," "would of died"), incorrect verb usage, and missing punctuation. The response contains many run-on sentence errors ("Satrauss saftey measures saved 19 men wiht out those saftey meausres 19 people would of died on thaat bridge"). 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

The effects of the safety measures Strauss put in place durring the construction of the Golden Gate Brige was so nobody got injured or killed durring the construction. According to the text "Strauss had a sturdy net stetched from one end of the brige to the other durring the roadway construction phase." Also in the text "He made hard hats madatory for the first time. He threatened to fire any worker who refused to wear one.

Organization and Development of Ideas: 1

In this response, a thesis is evident ("The effects of the safety measures Strauss put in place durring the construction of the Golden Gate Brige was so nobody got injured or killed durring the construction"), but it is minimally developed. The response does not include a substantial introduction or conclusion, and ideas are without logical progression because of very minimal sentence-to-sentence connections. Evidence from the text is included ("Strauss had a sturdy net stetched from one end of the brige to the other durring the roadway construction phase"; "He made hard hats madatory for the first time. He threatened to fire any worker who refused to wear one") but not explained in relation to the thesis. The expression of ideas is limited and impedes the quality of the essay. Overall, the response demonstrates a limited understanding of the writing purpose.

Conventions: 1

In this response, the writer demonstrates an inconsistent command of grade-level-appropriate conventions. While capitalization and punctuation are mostly correct, there are noticeable spelling errors ("durring," "Brige," "stetched," "madatory") and incorrect verb usage ("The effects of the safety measures . . . was [were] so nobody"). Overall, the response has several errors, but the reader can understand the writer's thoughts.

Response 2

During the building for the Golden Gate Bridge many feats were acomplished. For exsample the safty procuations that came along with it. When building the Golden Gate Bridge people had to ware hard hats and they had a net that would save them if they fell. If they refused to ware a hard hat they would get fired. This was the start of work safty and Stauss started using them befor they were even manditory. If it wasent for Stauss we would praubly still have tones of people dieing every time and new building would begin. Befor Stauss's work saftey people thought that work would just be a scary place and that people would just die and you couldnt do anything about it. There could be a day were a pole falls on someones head and the next that same pole falls on another guys head and now its going to keep going intill that pole gets fixed but it might not get fixed im might just be a place were no one dares to go thats how bad it was back then. but with the inventions of hard hats that all change less people are dieing and more people are getting jobs as enginerrss so more ompanys are oping up and more things are getting built and less people dieing all because of one invention. The net too it brought alot more things in to play not only safty but for entertaniment at the circus or for extrem sports or even jumping off a cliff. Stass has played a big role in what we call work safty he made sure that not only were his men safe but they felt safe as well.

Organization and Development of Ideas: 2

A thesis is presented ("During the building for the Golden Gate Bridge many feats were acomplished. For exsample the safty procuations that came along with it"), and it is partially developed. A purposeful structure that includes an introduction (opening thesis) and conclusion ("Stass has played a big role in what we call work safty he made sure that not only were his men safe but they felt safe as well") is present. The response includes text evidence ("people had to ware hard hats and they had a net that would save them if they fell"; "If it wasent for Stauss we would praubly still have tones of people dieing every time and new building would begin"); however, the explanation of evidence is weak because it includes unrelated ideas ("entertaniment at the circus," "extrem sports") and does not clearly connect back to the thesis. The expression of ideas is repetitive and unclear at times with informal language that interferes with understanding. Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 0

The writing has frequent errors in spelling ("safty," "ware," "wasent," "dieing," "enginerrss"), grammar, and sentence structure. Many sentences are run-ons or fragments ("There could be a day were a pole falls on someones head and the next that same pole falls on another guys head and now its going to keep going intill that pole gets fixed but it might not get fixed im might just be a place were no one dares to go") that lack proper punctuation. Capitalization is inconsistent, and there is little evidence of correct usage of commas or periods. 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

The safety measures put in place by Strauss had a big effect on the workers who worked there. The safety measures helped save alot of people. The article states that "It saved the lives of 19 men on this project alone." This line was talking about a net put in place to save workers who fell of the bridge during work. In the past safety in the workplace never really matterd that much. Now these safety measures changed the way people thought about being safe at work.

Organization and Development of Ideas: 1

A thesis is present ("The safety measures helped save alot of people") but not developed appropriately in response to the writing task. The organization is minimal but does include a brief introduction ("The safety measures put in place by Strauss had a big effect on the workers who worked there") and conclusion ("Now these safety measures changed the way people thought about being safe at work"). The writer includes text evidence ("The article states that 'It saved the lives of 19 men on this project alone'") with limited explanation ("This line was talking about a net put in place to save workers who fell of the bridge during work"). Word choice and sentence-to-sentence connections are basic, somewhat formulaic, and repetitive at times ("The safety measures," "The safety measures," "The article states," "This line was"). Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. Punctuation, sentence construction, and grammar are generally correct, with only a few misspellings ("of" [off], "matterd"). The response has few errors, and those errors do not impact the clarity of the writing.

Response 2

The Golden Gate Bridge has change our world more than we know it. For one it has changed our safty regulations in work by a lot. In the early twentieth century,a worker's safty wasn't even a priority for the building industry. Instead people accepted that dangerous working conditions were just another part of large scale building prodjects. Because of this many people died on the job. During the building of the bridge, new safty rules were implied unlike anyone had seen before. Workers were forced to were hard hats while anyone who refused were threated with being fired. In addition, bridgemen installing rivets also wore respirator masks to protect themselves fro harmful fumes caused by the drills. There was also a sturdy net underneath the workers, for the workers who were anging in the air. Because of this, it saved a total of 19 men's lives.

Organization and Development of Ideas: 2

A thesis is presented ("For one it has changed our safty regulations in work by a lot"), and it is partially developed. There is a purposeful organizational structure that includes an introduction ("The Golden Gate Bridge has change our world more than we know it") and a conclusion that points out the effectiveness of Strauss's safety measures ("it saved a total of 19 men's lives"). Sentence-to-sentence connections and clarity are lacking at times. The response includes text evidence to support the thesis ("Workers were forced to were hard hats while anyone who refused were threated with being fired"; "bridgemen installing rivets also wore respirator masks to protect themselves fro harmful fumes caused by the drills"; "There was also a sturdy net underneath the workers"), but it is insufficiently explained. The expression of ideas is sometimes general or imprecise. Overall, this response reflects partial understanding of the writing purpose.

Conventions: 1

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. There are misspellings ("safty" "prodjects," "implied," "were," "threated," "fro," "anging") and missing commas ("For one[,] it has changed"; "Because of this[,] many people"), but sentence structure and capitalization are generally acceptable. Overall, the response has several errors, but the reader can understand the writer's thoughts.

Response 3

Do you ever wonder how people stay safe in a really big construction site. Some people think its just pure luck but if you really look in to it you can see that in all construction sites they do so many precautions to keep everyone safe. In the Golden Gate Bridge Joseph Strauss implemented some safety precautions to keep everyone safe to go home to their families, friends or pets.

In the passage the author talks about the safety precautions made. Most of them made where about the height and how deep the water was so if you had fallen and you didn't know how to swim it would be really rough to learn right then and there. This construction would take a really long time so safety was really important to those who had family, friends, pet or somebody who just wanted to go home and take a nap. In the text it states "the Golden Gate Bridge took over four years to complete. It stretches 1.7 miles and stands 746 feet high." To prevent you falling off the bridge during the construction time period "had a sturdy net stretched from one end of the bridge to the other during the roadway construction phase" this prevented people from falling in to the really deep water or just falling and hitting in to other parts of the construction.

To add on to how safety measures were added to keep the workers and people at the construction safe. Would you want something to fall on your head during construction well I wouldn't. In the text Strauss demands "during the building of the Golden Gate Bridge, Strauss implemented safety rules never before seen in the United States he made hard hats mandatory for the first time" to put this safety precaution was to "bridgemen installing rivets also wore respirator masks to protect themselves from fumes released by drilling" just with this safety rule the text says "this innovation proved to be one of Strauss's greatest safety measures. It saved the lives of 19 men on this project alone" the hat helped things from falling on their head and inhaling fumes and their eyes from something harmful.

In conclusion all of these safety precautions that Joseph Strauss took helped him and his workers during the construction to keep the safe and unharmed. At the end of the project they go to go home to their families, friends or to their homes safe and sound. With all this evidence to prove that there were safety precautions taken in to consideration when building the Golden Gate Bridge.

Organization and Development of Ideas: 3

The writer provides a clear and fully developed controlling idea that Joseph Strauss “implamented some safty procotions” to protect workers during the construction of the Golden Gate Bridge. A purposeful structure that includes an introduction (“Joseph strauss implamented some safty procotions to keep everone safe”) and a conclusion (“all of these safty procautions . . . helped him and his workers”) is present and supports the development of the controlling idea. The response is logically connected and focused on worker safety throughout. Relevant and sufficient text-based evidence supports the controlling idea, including that the bridge “stands 746 feet high ’,” that Strauss “haf a sturdy net stretched from one end of the bridge to the other,” and that he “made hard hats mandatory for the first time ’.” The writer explains how these safety measures protected workers by stating the net “provented people from falling in to the really deep water” and that hard hats protected workers from “something to fall on your head during construction.” The inclusion of the detail that the net “saved the lives of 19 men on this project alone” further strengthens the response and enhances the explanation of how Strauss improved worker safety. Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 0

The response demonstrates little to no command of grade-level-appropriate conventions. Serious errors in spelling, grammar, capitalization (“united states”), and punctuation create disruptions in the fluency of the writing. Spelling errors appear throughout the response (“constuction,” “safty,” “evedence,” “conculstion”), and grammar errors such as “most of them made where about the hight and how deep the water was” and “the hat help things from fallinh on their hed” interfere with clarity and meaning. Inconsistent sentence boundaries and run-on sentences further weaken the response. 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

Joseph Strauss put in place a number of safety precautions to protect the workers building the Golden Gate Bridge. As an example, Strauss made the wearing of hard hats mandatory, and threatened to fire anyone who refused to wear one. Strauss implemented was the large, sturdy net that saved anyone who fell of the bridge while working's lives. Likely the most well- known safety feature Strauss implemented was the large, sturdy net that saved anyone who fell of the bridge while working's lives. This shows that Joseph Strauss cares about the workers who built the bridge a lot.

Organization and Development of Ideas: 2

This response begins with a controlling idea that "Joseph Strauss put in place a number of safety precautions to protect the workers building the Golden Gate Bridge," and it is partially developed. A purposeful organizational structure that supports the logical development of the controlling idea is present, and it includes an introduction and a conclusion ("This shows that Joseph Strauss cares about the workers who built the bridge a lot"). The response includes text evidence with minimal explanation to show the effects of their implementation ("Strauss made the wearing of hard hats mandatory, and threatened to fire anyone who refused to wear one"; "Strauss implemented was the large, sturdy net that saved anyone who fell of the bridge while working's lives"). Expression of ideas is basic, and the writer's word choice is general. Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 2

The writing demonstrates consistent command of grade-level-appropriate conventions, including mostly correct punctuation, capitalization, and grammar. There is one misspelling ("of" [off]). In addition, the writer states "while working's lives" two times, which is unclear. The response has few errors, and those errors do not impact the clarity of the writing.

Response 2

In this article Building the golden gate bridge strause put a lot of hard work into making the workers wear saftey gear when building the bridge. Why he spent so much time on making them wear saftey equitment is because they were high up in the air and he didnt want anything to happen to him and have to send his family a letter while they were on his watch.

What he made them wear was hard hats so if they had something drop on their heads it wouldn't damage their brain too much and the hard hat could protect them. He also made sure to put a sturdy net under them so that if they fell by any chance there could be a net to catch them. A sturdy net must have helped them a lot since they were high up in the air with deep sea under them, And it also probally made them feel more comftorably with being in the air. In the article it also states that this net saved 19 mens lifes just on this project alone. He also made sure to make them wear respirator masks to protect themselves from fumes that were realeased by the drilling.

They are all felt so lucky when they reliazed the reason why strause decided to put that saftey net in, and make them wear hard hats, and have to wear respirator masks. They all probally reliazed that it was all to help them after they got through the feeling so weird for wearing it. They probally didnt think that it was gonna save a lot of peoples life on this one project alone. Strause was smart and what he did to make sure that they wore all of their very important saftey equitment he told them that if he saw someone not wearing their saftey equitment they would get fired.

In the end it all ended up working out and a bunch of lives where saved people learned to wear their saftey equitment and also the whole reason they were there they also built a very sturdy and bueatiful bridge that so many people visit and cross the bridge to this day.

Organization and Development of Ideas: 3

The response provides a controlling idea that is fully developed (“Why he spent so much time on making them wear saftey equitment is because they were high up in the air and he didnt want anything to happen to him”). The organizational structure is appropriate and effectively supports the development of the controlling idea. The introduction provides context (“In this article Building the golden gate bridge strause put a lot of hard work into making the workers wear saftey gear when building the bridge”), and the conclusion ties ideas together by emphasizing the positive outcome (“In the end it all ended up working out and a bunch of lives where saved”). The ideas are logically connected in purposeful and highly effective ways. The body of the response elaborates on specific measures including hard hats, a sturdy net, and respirator masks. The response includes relevant text-based evidence that is clearly explained (“so if they had something drop on their heads it wouldn’t damage their brain too much”; “so that if they fell by any chance there could be a net to catch them”). The second part of the response reinforces the impact of these measures by noting that they saved lives and changed workers’ attitudes toward safety (“They probally didnt think that it was gonna save a lot of peoples life on this one project alone”). The expression of ideas is clear and effective. Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 1

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. There is correct use of capitalization at the beginning of sentences but not for some proper nouns (“Building the golden gate bridge strause”). End punctuation for sentences as well as verb tense is mostly correct. However, frequent spelling errors (“saftey,” “equitment,” “probally,” “comftorably,” “realeased,” “bueatiful,” “peaple”), incorrect possessive forms (“mens lifes”), and missing commas (“In the article[,] it also”; “Strause was smart[,] and what he did”) in compound sentences impact clarity. The response has several errors, but the reader can understand the writer’s thoughts.

Score Point 5

Response 1

When Strauss was building the Golden Gate Bridge he was implementing many safety measures. In fact he was implementing safety rules that had never been seen before in the United States. He made helmets or hard hats obligatory to wear when workers were working on the bridge. He would threaten to fire workers if they didn't comply with wearing a helmet. This affected the workplace and made it more safer at a time when dangerous working conditions were normal. Making the hard hats obligatory most likely also decreased the injuries caused by falling objects. One more thing that got affected is how the workers that weren't used to wearing helmets worked. They probably got tired more easily or sweated a lot more because of their helmets.

Strauss also implemented another safety feature to protect his workers. He had a sturdy net stretched throughout the whole bridge during the roadway construction phase. Now workers that were very high up on the air could be more safer thanks to the net below them. This affected the workers a lot because now they felt more comfortable in very high places. The net saved nineteen lives during just the roadway construction phase alone. This probably made it become used more on other projects that weren't on the Golden Bridge.

The Golden Gate bridge had a big impact on safety measures not only for bridges but for all types of construction projects. I hope building projects don't become dangerous again and keep becoming safer.

Organization and Development of Ideas: 3

In this response, the writer provides a controlling idea that "When Strauss was building the Golden Gate Bridge he was implementing many safety measures . . . that had never been seen before in the United States", and it is fully developed. A purposeful structure that includes an effective introduction and conclusion ("The Golden Gate bridge had a big impact on safety measures not only for bridges but for all types of construction projects") is evident. The response includes relevant text-based evidence that the writer clearly explains that Strauss made helmets mandatory and threatened to fire workers who refused, noting that this "affected the workplace and made it more safer at a time when dangerous working conditions were normal." The response also includes another safety measure ("The net saved nineteen lives during just the roadway construction phase alone"). The expression of ideas is clear and effective. 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. Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. There are missing commas, and the writer includes the word "more," ("and made it more safer at a time"). The response has few errors, and those errors do not impact the clarity of the writing.

Response 2

The Golden Gate Bridge is a historic brige located in the state of California.It's construction changed some safety processes exist today that didn't back then.

To begin,before the Golden Gate Bridge was constructed, safey wasn't as important as it is now. Workers weren't required to wear equipment that would help keep them safe.In paragraph 6 of the article "Buliding the Golden Gate Bridge" ,the author states the conditons of working in the 20th century."People accepted that dangerous working conditions were a part if large-scale building projects". This proves that the safety back then wasn't as necessary and important as the one today.

However,safety has improved now.During the construction of the Golden Gate bridge,Strauss implemented safety rules.Paragraph 7 and 8 prove that safety improved during the construction of this historic bridge. They state that Strauss made his workers wear hard hats and would threatened to fire them if they didn't. They also say that bridgemen installing rivets also wore respirator masks to protect themselves from fumes releases by the drilling.Lastly,Strauss had a sturdy net stretched from one end of the bridge to another just in case a worker fell.Fortunately, these safety measures saved the lives of 19 men.

Thanks to Strauss, workers are safe while working on dangerous projects. These safety measures had a great effect on the construction workers because, with them,workers have the oppurtunity to see a new tomorrow.

Organization and Development of Ideas: 3

The writer provides a controlling idea that "It's construction changed some safety processes exist today that didn't back then", and it is fully developed. A purposeful structure that includes a meaningful introduction ("The Golden Gate Bridge is a historic brige located in the state of California") and conclusion ("These safety measures had a great effect on the construction workers because, with them,workers have the oppurtunity to see a new tomorrow") is present. The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the controlling idea. The first paragraph explains past conditions ("People accepted that dangerous working conditions were a part if large-scale building projects"), and the second elaborates on specific safety measures Strauss implemented ("Strauss made his workers wear hard hats and would threatened to fire them if they didn't"; "bridgemen installing rivets also wore respirator masks"; "Strauss had a sturdy net stretched from one end of the bridge to another just in case a worker fell"). These details are relevant and strengthen the explanation of how safety improved. Expression of ideas is clear and effective, and the writer's word choice is specific and purposeful. Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 2

The response demonstrates a consistent command of grade-level-appropriate conventions. There are spelling errors ("brige," "safey," "conditons," "oppurtunity") and missing commas in compound sentences. These do not significantly interfere with clarity. The response has a few errors, 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

Safty

We have safty googles, hats,cloths, shose.ect But the reason we have those is to keep us safe. For EX if i'm roller scating and i fell on concreate and i cut mysekf really bad i was soupost to have knee pads so that dosent happen as much.

Response 2

The effects on the Golden Gate Bridge is major. People can freely go on there vehicle and go acroos the bringe. When the Golden Bridge was not build, they would have to go on boats. Not many had a boat so most of the humans wouldn't be able to go across. Tourist wouldn't be able to go too becuae they wouldn't bring a boat. If you came for vacation or just to visit would you like to go across a boat all the time?

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

Coloring Is for Everyone

- 1 People are busy these days. Teens have schedules packed with schoolwork, chores, and activities. Adults are overwhelmed by work and other responsibilities. Exercising or spending time with a friend helps relieve some stress. But would you have guessed that one of the best ways to relax may involve a handful of colored pencils and a coloring book?
- 2 Some teens might scoff at the idea of coloring books for adults. They may believe that coloring is only for children. Parents and teachers encourage young children to color because it promotes focus, creativity, and development of motor skills. However, many experts believe that teens and adults receive the same benefits from coloring that young children do.
- 3 A former president of the American Art Therapy Association, Sarah Deaver, backs the idea of more people coloring. The activity “creates an object of focus, and it creates something that’s beautiful and that’s satisfying,” says Deaver. Other art therapists also support the pastime as a beneficial hobby or a distraction from everyday life.
- 4 Research suggests that people who feel anxious gain special benefits from coloring within a design, or meditative coloring. A 2019 study by Dana Carsley and Nancy L. Heath bears this out. The researchers assigned college students to one of three groups. During a 15-minute period before taking a test, one group was given a design to color in. Another group drew their own designs. The third group completed an activity sheet that did not involve coloring. The researchers asked students to fill out questionnaires about their levels of stress both before and after the 15-minute period.
- 5 Interestingly, while stress levels increased in the third group, they decreased in the first two groups. The greatest reduction occurred in the group doing meditative coloring. This research suggests that the next time you feel nervous about an upcoming test or assignment, a coloring session might be the best study break.
- 6 Scientific findings support the calming effects of coloring. As psychologist Gloria Martínez Ayala notes, coloring activates several parts of our brains, including the amygdala. The amygdala controls emotions and stress. When we focus on filling in a design, we do not

focus on our worries. Martínez Ayala also points out that coloring “takes us back to our childhood.” It reminds us of a time when we may have had more time to play and relax.

- 7 Coloring books also offer people of all ages a way to satisfy their creative urges. With a pre-designed drawing already in place, people can complete the drawing with hues that appeal to them. In addition, selecting art supplies involves creative choices. Some people use crayons. Others find that the level of detail in adult coloring books requires the precision of colored pencils, markers, or pens. Each tool produces a different effect, so a willingness to experiment is also part of coloring!
- 8 One of the most popular designers of hand-drawn coloring books is Johanna Basford. Her best-selling 2013 coloring book *Secret Garden* helped launch a trend that made coloring books the fastest-growing category of books for adults in 2015. By 2021, Basford’s adult coloring books had sold an astounding 21 million copies worldwide.



Pages from Johanna
Basford’s Popular Coloring
Book *Secret Garden*

Courtesy of Johanna Basford

- 9 At first, Basford had doubts about publishing a coloring book. She believed that others would think it was silly. To her surprise, she found that “people are really excited to do something . . . creative, at a time when we’re all so overwhelmed by screens and the internet.” And, she says, “coloring is not as scary as a blank sheet of paper or canvas. It’s a great way to de-stress.”
- 10 When they think of coloring, people might envision the simple designs and themes found in coloring books for young children. Art therapist Lacy Mucklow designs coloring books especially for grown-ups, though. Her intricate designs allow adults to harness their finer motor skills. She selects themes for her coloring books

based on her research and experience. Her books erupt with cheerful illustrations of nature, animals, and food. Other adult coloring books contain humorous designs and sports themes. There are coloring books based on popular movies, television shows, and video games. Clearly, coloring books can appeal to every taste and interest.

- 11 Whether you color as an outlet for stress or just as a way to relax for a while, it's a great activity at any age. Keep those art supplies handy. Grab a coloring book and join the millions who have discovered that coloring is for everyone!

Grade 7 Reading Short Constructed Response

Prompt

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

Why does the author include information about Johanna Basford's coloring books in paragraphs 8 and 9 of the selection? Support your answer with evidence from the selection.

Item-Specific Rubric

Score: 2

A complete response may include, but is not limited to, one of the following responses about why the author chose to include information about Johanna Basford’s coloring books in paragraphs 8 and 9 of the selection:

- The author chose to include the information about Johanna Basford’s coloring books in paragraphs 8 and 9 to support how many adults find coloring beneficial.
- The author chose to include the information about Johanna Basford’s coloring books in paragraphs 8 and 9 to reveal why adults enjoy coloring books.
- The author chose to include the information about Johanna Basford’s coloring books in paragraphs 8 and 9 to suggest that her books fulfill a desire many adults share.

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:

- Her best-selling 2013 coloring book *Secret Garden* helped launch a trend that made coloring books the fastest-growing category of books for adults in 2015. (paragraph 8)
- By 2021, Basford’s adult coloring books had sold an astounding 21 million copies worldwide. (paragraph 8).
- At first, Basford had doubts about publishing a coloring book. She believed that others would think it was silly. (paragraph 9)
- To her surprise, she found that “people are really excited to do something... creative, at a time when we’re all so overwhelmed by screens and the internet.” (paragraph 9)
- And, she says, “coloring is not as scary as a blank sheet of paper or canvas. It’s a great way to destress.” (paragraph 9)

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 why the author chose to include the information about Johanna Basford's coloring books in paragraphs 8 and 9 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

because the author feel like johanna is the main charather

The writer does not provide an accurate answer about why the author includes information about Johanna Basford's coloring books in paragraphs 8 and 9 of the selection ("because the author feel like johanna is the main charather"), and no relevant text evidence from the selection is provided.

Response 2

because they are worldwide like it says in the text

The writer does not provide an accurate answer about why the author includes information about Johanna Basford's coloring books in paragraphs 8 and 9 of the selection ("because they are worldwide like it says in the text"), and no relevant text evidence from the selection is provided.

Response 3

that the author is trying to say dat coloring books contain humorous designs and sports themes there are coloring books based on popular movies and television shows and video games

The writer does not provide an accurate answer about why the author includes information about Johanna Basford's coloring books in paragraphs 8 and 9 of the selection. The writer provides irrelevant text evidence that does not support an accurate answer ("coloring books contain humorous designs and sports themes there are coloring books based on popular movies and television shows and video games").

Response 4

Because the coloring book make learning faster.

The writer does not provide an accurate answer about why the author includes information about Johanna Basford's coloring books in paragraphs 8 and 9 of the selection ("Because the coloring book make learning faster"), and no relevant text evidence from the selection is provided.

Score Point 1

Response 1

to inform people its a great way to de-stress

In this partial response, the writer does not provide an accurate answer about why the author includes information about Johanna Basford’s coloring books in paragraphs 8 and 9 of the selection. However, the writer provides relevant text evidence (“its a great way to de-stress”).

Response 2

“People are really excitedto do something creative, at atime when we’erall so overwhelmed by screens and internet.”

In this partial response, the writer does not provide an accurate answer about why the author includes information about Johanna Basford’s coloring books in paragraphs 8 and 9 of the selection. However, the writer provides relevant text evidence from paragraph 9 (“People are really excitedto do something creative, at atime when we’erall so overwhelmed by screens and internet”).

Response 3

The author includes Johanna Basford’s coloring books in paragraph 8 and 9 of the selection to show to whoever is reading the passage that coloring books do help with anxiety and stress by using Johanna Basford as an example.

In this partial response, the writer provides an accurate answer about why the author includes information about Johanna Basford’s coloring books in paragraphs 8 and 9 of the selection (“that coloring books do help with anxiety and stress”) but does not provide relevant text evidence from the selection to support the answer.

Response 4

johanna basford created a coloring book but she had doubts of publishing it but she made it for adults so they can be excited to do something creative so nobody is overwhelmed by screens or the internet

In this partial response, the writer provides an accurate answer about why the author includes information about Johanna Basford’s coloring books in paragraphs 8 and 9 of the selection (“johanna basford created a coloring book but she had doubts of publishing it but she made it for adults . . . so nobody is overwhelmed by screens or the internet”) but does not provide relevant text evidence from the selection to support the answer.

Score Point 2

Response 1

The author included Johanna basford coloring book to show that the art is much better with color and can help with stress in paragraph 9 it says 'Its a great way to de-stress' showing it gets rid of stress fast amd can help u

In this complete response, the writer provides an accurate answer about why the author includes information about Johanna Basford's coloring books in paragraphs 8 and 9 of the selection, stating that they "can help with stress." The writer supports this answer with relevant text evidence ("Its a great way to de-stress").

Response 2

The author includes information about Johanna Basford's coloring books to.Show Their is coloring books for adults that is very popular. This is proven by "sold an astounding 21 million copies worldwide".

In this complete response, the writer provides an accurate answer about why the author includes information about Johanna Basford's coloring books in paragraphs 8 and 9 of the selection ("to.Show Their is coloring books for adults that is very popular"). The writer supports this answer with relevant text evidence ("sold an astounding 21 million copies worldwide").

Response 3

The author includes the information from paragraphs 8 and 9 because it shows that even adults like to show creativity, de-stress, and even have less anxiety. I know this because paragraph 11 says, "Whether you color as an outlet for stress or just as a way to relax for a while, it's a great activity for any age." This shows that no matter how old you are you are never to old to color.

In this complete response, the writer provides an accurate answer about why the author includes information about Johanna Basford's coloring books in paragraphs 8 and 9 of the selection ("it shows that even adults like to show creativity, de-stress, and even have less anxiety"). The writer supports this answer with relevant text evidence ("Whether you color as an outlet for stress or just as a way to relax for a while, it's a great activity for any age").

Response 4

The author includes Johanna Bashford's coloring books in paragraphs 8 and 9 because it's to show that coloring books are actually beneficial. As stated in the text "Coloring is not as scary as a blank sheet of paper or canvas. It's a great way to de-stress". This expresses the benefits of coloring books as it reduces stress and boosts creativity.

In this complete response, the writer provides an accurate answer about why the author includes information about Johanna Basford's coloring books in paragraphs 8 and 9 of the selection ("to show that coloring books are actually beneficial"). The writer supports this answer with relevant text evidence ("Coloring is not as scary as a blank sheet of paper or canvas. It's a great way to de-stress").

Grade 7 Writing Short Constructed Response

Grade 7 Writing Short Constructed Response

Passage: “Gladys West and GPS”

Original Paragraph:

(26) GPS depends on satellites in space that communicate with receiving devices on Earth. (27) In 1993 there were 24 GPS satellites orbiting the planet. (28) Today there are 31. (29) These satellites circle the globe twice each day. (30) They travel through space. (31) They send out radio signals that indicate their precise locations. (32) These signals are picked up by the receivers in our GPS devices. (33) Each receiver collects signals from at least four satellites at once. (34) The receiver measures how long it takes each signal to arrive, and the receiver cross-references that information to pinpoint its own exact location on Earth.

Prompt

Eliana wants to combine the ideas in sentences 30 and 31. 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 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

they travel throuh space and send out the radio signals

In this response, there is no reference to the radio signals helping to “indicate their precise locations” of the GPS satellites. The newly combined sentence must include all important information from both sentences 30 and 31 in order to successfully complete this revision task.

Response 2

They send out radio signals that indicate their precise locations, which are picked up by the receviers in our GPS devices.

This response does not combine the ideas in a clear and effective way. The writer fails to incorporate the relevant text from sentence 30, such as “they travel through space,” and instead combines the ideas from sentences 31 and 32. All important information from sentences 30 and 31 must be included in the revision.

Response 3

They travel through space, they send out radio signals that indicate their precise locations.

This response does not combine ideas in a clear and effective way. The writer simply transcribes the two sentences and replaces the end punctuation after sentence 30 with a comma. This approach creates a comma splice, wherein a comma is used to link two independent clauses. The result is two separate sentences written together as a run-on sentence.

Response 4

They travel and send out radios through space, which they indicate their precise locations.

In this response, the writer does not combine the ideas in a clear and effective way. The writer omits the information “signals,” which changes the original meaning. The writer implies that radios are sent through space instead of radio signals. To earn credit, the compound sentence must accurately include all the important information from sentences 30 and 31.

Score Point 1

Response 1

As they travel through space, they send out radio signals that indicate their precise locations.

The writer combines the ideas in a clear and effective way. The writer uses the subordinating conjunction “as” at the beginning of the response to create a dependent clause with sentence 30 (“As they travel through space”). The writer combines the dependent clause with the ideas from sentence 31 (“they send out radio signals that indicate their precise locations”) to accurately complete the task.

Response 2

They travel through space, sending out radio signals that indicate their precise locations.

This response illustrates a clear and effective combination of sentences 30 and 31. The writer changes the verb tense of “send” to “sending,” thereby successfully joining the two sentences. All the important information from both sentences has been conveyed, thus successfully performing the revision task.

Response 3

They travel through space and they send out radio signals that indicate their precise locations.

This response illustrates a clear and effective combination of sentences 30 and 31. The writer successfully combines the two sentences with the conjunction “and,” thus creating clarity for the reader. The misspelling “precise” and a missing comma before “and” are considered editing errors that do not detract from the score of this revision task.

Response 4

While they travel in space, they send out radio signals that indicate their precise locations.

In this complete response, the writer expresses the ideas in a clear and effective way by successfully using the subordinating conjunction “while” at the beginning of the revised sentence. The writer maintains all essential elements of sentences 30 and 31 appropriately, thus successfully completing the revision task.