



State of Texas Assessments of Academic Readiness

English I 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 English I 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.

English I Reading Passage with Extended Constructed Response and Short Constructed Response

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

Winning

Characters

ALEJANDRO: A 15-year-old boy

SOLEDAD: Alejandro's 17-year-old sister

KEVIN: Alejandro's best friend

SCENE 1

- 1 [A summer Saturday. Alejandro and Soledad are eating a leisurely breakfast in their family kitchen, reading on their phones. Alejandro gets a text.]
- 2 **ALEJANDRO:** Kevin is inviting me over. He has the day off from his job at the movie theater, and he says he has something to tell me. Can you give me a ride?
- 3 **SOLEDAD:** Maybe this afternoon? I was going to practice my free throws this morning.
- 4 **ALEJANDRO:** Why? You hit every single shot when we played last night. You trounced me so bad you clearly don't need any more practice! I can't believe you can get the ball through the hoop even from behind the free-throw line.
- 5 **SOLEDAD:** Well, as Dad always says . . .
- 6 **ALEJANDRO and SOLEDAD:** [*Speaking in unison.*] Winners never quit trying to improve! [*They laugh.*]
- 7 **SOLEDAD:** I'm trying to win those new basketball shoes that Shoes for Sportsheads is giving away. I really want to be the first one on my team to snag a pair, before they start selling them to the public. [*Aside.*] And since I volunteered to coach basketball for elementary schoolers, I didn't have time for a summer job. So winning a free pair is the only way I'll be able to get them. [*Turning back to Alejandro.*] I must have filled out about a million entry forms down at that store.
- 8 **ALEJANDRO:** So everybody submits a form or 50, and then the store just draws a winner? What do free throws have to do with this?

- 9 **SOLEDAD:** It's a two-part contest. The drawing is only the first part. The store randomly picks five finalists from the entries. Then those five people compete in a public free-throw competition in the store's parking lot next weekend. I have to win that second contest to get the shoes.
- 10 **ALEJANDRO:** Oh, I get it now! OK, you can take me later—that will give Kevin time to finish editing his latest video anyway. So when is this big drawing?
- 11 **SOLEDAD:** Sometime this weekend. [*Checks her phone and then looks up, devastated.*] Oh. Well, actually, it was earlier this morning. They've already posted the finalists, and I'm not one of them. [*She looks at the phone again, now incredulous.*] But you'll never guess who is. Your pal Kevin!
- 12 **ALEJANDRO:** [*Also amazed.*] Kevin? Are you sure? I don't think he has ever shot a basketball in his life! You know he is all about making movies.
- 13 **SOLEDAD:** I do know that, but his name is on this list. We should find out if it's really true. Tell him we're coming over now. Obviously, I can skip the free-throw practice.

SCENE 2

- 14 [*Outside Kevin's apartment building. Kevin is sitting on the front steps, editing a video on his phone. Soledad and Alejandro join him.*]
- 15 **KEVIN:** Guess what! I won those new sneakers that Shoes for Sportsheads is giving away!
- 16 **ALEJANDRO:** Dude, no you didn't.
- 17 **KEVIN:** Oh, but I did! Check out this text. [*He reads dramatically from his phone.*] "Congrats, Kevin! Your name was drawn in the Sportsheads Shoe-a-Rama. See you in our downtown store parking lot next Saturday, 10 a.m."
- 18 **ALEJANDRO:** That doesn't mean you won the shoes. The drawing is only the first part of the contest. The five people whose names were drawn now all have to shoot free throws in a contest next weekend. The winner of that gets the shoes.

- 19 **KEVIN:** [*Aghast.*] Shoot baskets? Me!? Oh no, no, no. That would be a total disaster.
- 20 **SOLEDAD:** [*Annoyed.*] Then why did you even enter? It says right on all the posters that it's a free-throw contest. Why not leave it to people like me, who actually play basketball?
- 21 **KEVIN:** [*Back to cheerful breeziness.*] Oh, I never read those posters. I just fill out entry forms for every contest I see. I want the excitement of winning something, and this is the first time I ever won anything. . . . [*He trails off and then drops his head into his hands as realization hits him.*] And apparently what I've won is an opportunity for public humiliation. [*Aside.*] This reminds me of the time I was rushing to get my movie-theater uniform washed, and I just poured in a bunch of soap. Turns out it was concentrated detergent, and I only needed a tiny amount. My parents still refer to it as the Great Suds Flood! [*Turning back to Soledad and Alejandro.*] I can't face the embarrassment. I'm going to drop out. The store can draw another entry.
- 22 **SOLEDAD:** [*Thoughtfully.*] Hold on, don't give up so fast! Maybe we can make a deal. I've been teaching uncoordinated little kids to shoot baskets all summer. If I can coach kids who don't know how to move their hands and feet together yet, I bet I can teach you. [*As Kevin and Alejandro look at her hopefully, she holds up a cautionary hand.*] However, if I not only spare you from public ridicule but also coach you all the way to a win, I want those shoes.
- 23 **KEVIN:** What if I don't win?
- 24 **SOLEDAD:** Well, I definitely won't get the shoes if I don't even try to teach you, but I might get them if you win, so it's worth the risk.
- 25 **KEVIN:** OK, you've got a deal.
- 26 **SOLEDAD:** Great! Go tell your parents you're heading over to our house. Actually, you had better ask them if you can stay over with Alejandro this whole week. We'll need to spend every spare minute practicing at our backyard hoop. [*She eyes Kevin with concern.*] You realize it's going to be a lot of work, right?
- 27 **KEVIN:** [*Sighs.*] I do. But I guess it's the price I pay—again—for not reading the instructions. [*He stands.*] I'll go talk to my parents. [*He perks up.*] Hey, Alejandro, maybe we can make a documentary about this grueling training camp? We could call it *Seven Days to Glory*!

- 28 **ALEJANDRO:** [*Rolling his eyes.*] If my sister can teach you to play basketball as well as you tell stories, you might just have a chance.

English I Reading Extended Constructed Response

Prompt



ESSAY: Write your essay in the empty box below.

Read the play *Winning*. Based on the details in the play, write a response to the following:

Explain the influence of the stage directions on the development of a character throughout the play.

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

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.

English I 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

Through out the play or any play in general, the stage directions get either more complex or easier. It all depends upon the play and what the setting and plot is. For instance I would say a play about the maze runner would require lots of movement and athleticism, where as a play about golder girls would'nt involve much movement just talking.

Organization and Development of Ideas: 0

In this response, the writer does not offer a thesis but instead provides commentary on the stage directions ("stage directions get either more complex or easier. It all depends upon the play and what the setting and plot is"). The first sentence also acts as a minimal introduction, but the writer offers no conclusion. The response shows a lack of logical development of ideas. In addition, the writer offers no specific references from the reading selection, so no text evidence is provided. The expression of ideas is frequently unclear ("a play about golder girls would'nt involve much movement"). The response reflects a lack of understanding of the writing purpose.

Conventions: 0

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

As the play went on, the characters character development changed to be most positive. At the beginning of the play, the characters seem to have different emotions because of the basketball shoes that they're trying to win. In line 12, it says "Kevin? are you sure? I don't think he has ever shot a basketball. " Whenever I read this, I felt like Alejandro didn't have the proper idea that Kevin isn't good at playing and doesn't have a chance at winning the shoes. Alejandro might've had some jealousy towards Kevin aswell. In scene 2, Kevin wins sneakers and Alejandro didn't believe him and even after Kevin showed him proof with a text, he doesn't believe that it matters. Soledad was annoyed because she actually plays basketball and would've had a higher chance of winning, as it says in line 20. Kevin was excited about winning the shoes meanwhile his friends were clearly jealous of him.

Towards the end of the play, Soldedad offers to teach Kevin how to play basketball because he was unsure how to properly play. He had to pay the consequences of winning the shoes and not knowing he had to play. Sometimes too much excitement can lead to something you least expect, but he was willing to try and learn. Soledad was actually willing to help Kevin as it says in line 26, "Great! Go tell your parents you're heading over to our house or ask them if you can stay over the whole week." The punctuation provides the feelings of Soldedad. At the end of the whole thing, they were coming together to practice and enjoy.

Organization and Development of Ideas: 0

In the beginning of this response, the writer provides the thesis that "As the play went on, the characters character development changed to be most positive." This statement also serves as an introduction, and the last sentence serves as a vague conclusion. However, the overall organization lacks development as there is no focus on a specific character. While the writer discusses how the characters develop throughout the play ("At the beginning of the play, the characters seem to have different emotions"; "his friends were clearly jealous of him"; "At the end of the whole thing, they were coming together to practice and enjoy"), the way in which the stage directions influence these characters is not explained. The writer does not mention or refer to the stage directions in the essay, and the result is a lack of specific evidence that is relevant to the writing task. The response reflects a lack of understanding of the writing purpose.

Conventions: 0

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

stage directions enthesize and help us undertand what the movment and expressions of the characters.

the stage directions are what is going on in the play example "checks her phone and the looks up devastated" (winning pg11) soledad was expressed to be upset that she didnt make it in the compatition to win a pair of shoes she wanted instead kevin won a chance to win them exept he didnt know how to play so soledad told him she would help teach him so that if he won she would still have an opprotunity to win the shoes.

In the play the stage directions are either very emotional or very expressive example "he reads dramatically from his phone" (winning pg17) here we can see that kevin is a very expressing guy when it comes to emotion in the play he likes feeling the thrill and exitment of winning but after he finds out he has to go threw a comitition to win his mood atomatically changes but his friends offer to help him to win and keep his end of the deal with soledad.

Organization and Development of Ideas: 1

In this response, the writer provides a general thesis in the first sentence ("stage directions enthesize and help us undertand what the movment and expressions of the characters") but does not develop the thesis appropriately. The writer provides an introduction but offers no conclusion, and the organizational structure does not result in logical development as the writing does not include effective transitions. Examples of stage directions are quoted as supporting evidence ("checks her phone and the looks up devastated"; "he reads dramatically from his phone"). However, the attempt to explain the stage directions is unsuccessful because the writer summarizes parts of the play as opposed to explaining how the stage directions develop a character. The writer's word choice is sometimes limited ("kevin is a very expressing guy"). Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 0

This response demonstrates little to no command of grade-level-appropriate conventions. In addition to errors in sentence construction such as run-ons ("soledad was expressed to be upset that she didnt make it in the compatition to win a pair of shoes she wanted instead kevin won a chance to win them exept he didnt know how to play"), many other types of errors occur, including punctuation (apostrophes), capitalization ("stage," "the," "soledad," "kevin"), grammar ("soledad was expressed," "kevin is a very expressing guy," "go threw a comitition"), and spelling ("entheseize," "undertand," "movment," "compatition," "exept," "opprotunity," "exitment," "comitition," "atomatically"). The high rate of errors impacts the clarity of the writing and the reader's understanding of the writer's thoughts.

Response 2

The stage directions on the development of a character throughout the play, is on how there mood changes how there tone sounds, An example is on Soledad on line 11 on how she was devastated that the drawing submission was earlier that morning, then she checked the 5 contestants on who got drawn to the free throw and she seen kevin (Alejandro friend) Name on the list, now she had hope. Even wanting to teach kevin on to shoot a free-throw

Organization and Development of Ideas: 1

The writer provides a thesis at the beginning of the response (“The stage directions on the development of a character throughout the play, is on how there mood changes how there tone sounds”) but does not develop the thesis appropriately. The response has a minimal introduction but no conclusion, and the overall organizational structure does not contribute to logical development. Evidence from the play is included (“An example is on Soledad on line 11 on how she was devastated that the drawing submission was earlier that morning”), but instead of developing this evidence, the writer summarizes parts of the play (“then she checked the 5 contestants . . . and she seen kevin . . . Name on the list”) and does not offer explanations. Sentences and phrases are often ineffective (“she checked the 5 contestants on who got drawn to the free throw”). Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 0

The response demonstrates little to no command of grade-level-appropriate conventions. Throughout the response, serious errors in both sentence construction and punctuation occur. There is a period near the end of the response, but that is the only one in the essay. The last sentence is missing its period as well. In addition, there are errors in capitalization (“kevin,” “Name”), grammar (“there mood changes . . . there tone,” “who got drawn,” “she seen,” “teach kevin on to shoot”), and spelling (“Soledad,” “devastated,” “wass,” “contestents”). The high rate of errors impacts the clarity of the writing and the reader’s understanding of the writer’s thoughts.

Score Point 2

Response 1

The influence of the stage directions develops the main character through out the play by, making the character Kevin become more hard working. The reason I can say that is because, they get him to start working hard on practicing on free throws for basketball. In the text it states, "I do. But I guess it's the price I pay again for not reading the instructions. I can inter that, that means he will start working hard, becaus he says that he will work very hard to get those shoes. He knows that what he wants to do will take a lot of work, but he ready to do it if he has too. He also agrees to spend the entire weekend with Soledad to practice free throws and to improve his basketball skills. I also think that he is becoming more open hearted. I can say that because he is doing all of the practicing just to get his friend the shoes she wanted. He is willing to go through a weeks worth of hard work to get his friend something she wanted.

I think that he might become a little more aware on what he signs up for in the future. Because he realizes that he shouldn't just sign up for something that he doesn't actually know about. See in the text where he realizes that he should look next time, "Oh, I never read those posters. I just fill out entry forms for every contest I see.", "He trails off and then drops his head into his hands as realization hits him." That right there tells me that he is going to become more aware of what he signs up for, because he doesn't want to go through all of this again.

Organization and Development of Ideas: 1

The writer presents an evident thesis at the beginning of the response ("The influence of the stage directions develops the main character through out the play by, making the character Kevin become more hard working") but does not develop the thesis appropriately. An organizational structure is minimal, offering an introductory thesis statement but no evident conclusion. Transitional devices are formulaic ("But," "He also," "I also think") and consequently do not contribute much to the organizational structure. The writer does provide a stage direction as text evidence ("He trails off and then drops his head into his hands as realization hits him") but provides insufficient explanation of how this quote develops Kevin's character. The quoted stage direction is only vaguely relevant as it does not clearly support the writer's thesis about Kevin becoming more hardworking. Overall, this response reflects a limited understanding of the writing purpose.

Conventions: 1

This response demonstrates an inconsistent command of grade-level-appropriate conventions. There are some mistakes in punctuation (incorrectly placed commas, apostrophe errors), grammar ("but he ready to do it if he has too") and spelling ("developes," "instrucions," "inter [infer]," "becaus"). Although the response has several errors, the reader can understand the writer's thoughts.

Response 2

The stage directions influence the development of soledad by showing her difentse form kevin and her detemantion to get the shows.

The other uses the stage direchonts ant 11 to show soledad disupontmet that she did not win the rafel and then disbolef that kevin won. it says "[Checks her phone and then looks up, devastated.]" This shows us her disupontment at losing. but it also states "[She looks at the phone again now incredulous.]" This shows her superis that keven won or was even in the contest. later in the story many difenses are shown betten soledad and kevin as they interact. in scene 2 it shows kevin as a alofted skitish person wall soledad is more of a thotful and dircet persun. for exapel it says "[aghast.] shoot baskets me!? Oh no, no, no. That would be a totel disaster." this shows us kevens skitsh personality wall soledad contast this in her respons "[anoyed] then why did you even enter". her resops shows us her more strate forward personality comperd to kevens.

soledad determantion is shown when she refuses to give up and intes desidis to tech kevein basit ball. in perigraf 22 she says " hold on, dont give up so fast! Maybe we can make a deal.". she goes on to tell kevin that she will tech him to play and if he wins then she gets the shows. this shows us the detemuntion she has to get the shows.

the ahter uses the stage direchons to develop soledads ceriter thoug her detrmuntion and the stark difenses beten her and kevein.

Organization and Development of Ideas: 2

The writer presents the thesis in the first sentence ("The stage directions influence the development of soledad by showing her difentse form [difference from] kevin and her detemantion [determination] to get the shows [shoes]"), but the thesis is only partially developed. The response has an organizational structure with a limited introduction (the thesis) and conclusion that only restates the thesis. Meaningful transitions are lacking, and the sentence-to-sentence connections are repetitive ("This shows us," "This shows her," "it shows kevin," "her resops [response] shows us," "this shows us"). The evidence is limited because it includes a mix of relevant stage directions ("Checks her phone and then looks up, devastated"; "She looks at the phone again now incredulous"; "anoyed"; "aghast") and dialogue that is not directly relevant ("That would be a totel disaster"; "hold on, dont give up so fast"). In addition, the evidence is insufficiently explained ("many difenses are shown betten soledad and kevin as they interact"; "shows us her more strate forward personality comperd to kevens"). Lastly, the writer's word choice is general and sometimes repetitive ("detemantion [determination]," "difentse [differences]," "this shows"). Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 0

This response reflects little to no command of grade-level-appropriate conventions. Severe spelling errors overwhelm the writing ("difentse," "direchonts," "disupontmet," "rafel," "disbolef," "bertten," "thotful," "totel," "respons," "anoyed," "kevens," "basit," "ahter," "beten"), and sometimes obscure meaning ("shows [shoes]," "superis," "alofted," "wall [while]," "intes," "ceriter"). In addition, the writer repeatedly does not capitalize the first words of sentences and proper names. Along with these errors, grammatical errors ("to show soledad disupontmet," "soledad determantion") and missing commas ("later in the story many difenses are shown"; "for exapel it says '[aghast.] . . . totel disaster") occur throughout the response. These errors impact the clarity of the writing and the reader's understanding of the writing.

Score Point 3

Response 1

In the play, "Winning", the influence of the stage direction help the development of the characters throughout the play by showing the emotions and personality of each character. One example of this is from line 17, "[He reads dramatically from his phone.]" This example demonstrates a part of Kevin's personality and excitement. Another example of the stage directions helpmg the development of the characters is from line 22, "[*Thoughtfully*.]" This piece of evidence shows that the character Soledad is a kind and helpful person. In conclusion, because of the stage directions the reader knows the emotions and personality of each character.

Organization and Development of Ideas: 1

The writer of this response begins with the thesis that "In the play . . . the influence of the stage direction help the development of the characters throughout the play by showing the emotions and personality of each character." The thesis statement serves as an introduction to the essay, and the last sentence is the conclusion, which is a repetition of the thesis. While the writer successfully uses stage directions from the play as evidence to support the thesis, the evidence is only minimally explained. The examples show what kind of people the characters are rather than how they develop throughout the play ("This piece of evidence shows that the character Soledad is a kind and helpful person"). The expression of ideas is mainly limited due to repetition and a lack of descriptive word choice. Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 2

The essay demonstrates a consistent command of grade-level-appropriate conventions. The response contains few errors. The first comma after "play" is not needed, "direction" should be plural, and "helping" is misspelled ("helpmg"). These errors do not impact the clarity of the writing.

Response 2

The stage directions influence Kevin by showing his emotions and having the reader make a mental image of the scene in their head. By just stage directions i could tell that Kevin is an oblivious but fun boy but tends to do stuff that he doesn't know the directions to. "[He reads dramatically from his phone]" line 17 shows how enthusiastic he is about thinking he won a pair of shoes. "[Aghast]" line 19 is where he realizes that he misunderstood the contest and didn't know he would have to shoot basketballs in order to win the shoes. "[back to cheerful breeziness]" line 21 then goes to show how he went back to being happy after his friends told him they would help him. "[He perks up]" line 17 lastly shows how Kevin can drag something he enjoys doing into him trying out this new thing he's trying out. In the last few lines Kevin starts to show more excitement due to the fact that he was gonna get trained and would possibly end up winning the shoes for Soledad and also learning a new sport along the way. All that evidince shows how Kevin was quick to throw himself in a situation he hardly knew anything about but ended up going with it with the help of his friends (Alejandro and his older sister Soledad) in the end.

Kevin through out the story just shows how much of an ezpressive character he is and what type of character he is put out to portray, it really shows how Kevins stage directions indicate how his character is as a person relevant to the story.

Organization and Development of Ideas: 2

In this response, the writer begins with the thesis that "stage directions influence Kevin by showing his emotions and having the reader make a mental image of the scene in their head" and then partially develops this idea. The organization of the essay is limited. While the writer provides an introduction, it is brief and ineffective. The conclusion is clearly present, but clarity and sentence-to-sentence connections are sometimes lacking due in part to the awkwardly inserted stage directions from the play. Evidence from the play is used to support the thesis. The writer chooses pertinent stage directions that involve Kevin to show how he has changed ("All that evidince shows how Kevin was quick to throw himself in a situation he hardly knew anything about but ended up going with it with the help of his friends [Alejandro and his older sister Soledad] in the end"). The development of Kevin is only partially explained, while the other part of the thesis, the reader making "a mental image of the scene in their head," is not supported in the essay. In addition, the expression of ideas is basic because the writer's word choice is more general and imprecise ("tends to do stuff"; "trying out this new thing he's trying out"). Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 1

This response demonstrates an inconsistent command of grade-level-appropriate conventions. Throughout the response, several errors in sentence construction occur (the first sentence in the last paragraph is a run-on) along with punctuation errors ("Kevins"), capitalization errors ("i," "back"), grammatical errors ("gonna"), and spelling errors ("influence," "evidince," "ezpressive). When used, the stage directions from the play are placed in sentences in an ungrammatical way. Overall, the response has several errors, but the reader can understand the writer's thoughts.

Response 3

In the write i am going to talk about how stage direction developement of a character and how it shows us the little details about this character, Soledad is a charater in the play that enter her self into a compeptition to win new basketball shoes but in doing that things didnt go her way and we can see her reactions to thoughts event, for example when she wasnt one of the finalist to compete also when she got jelous and angry the the person who was chosen was clueless about something she want so bad than she realized that helping the person who was one of the finalist when in this play is to get what she needs.

To begin with, soledad wasnt picked as one of the finalist for the compeptition in the stage direction in paragragh 11 it state " checks her phone and then looks up devastated." this shows how her finding out the she didnt make the list mad her a combintion of sad and mad which I later in te story drove her to help the person that could win the compeptition that she was devastated about not make

In addition, she was jelous and angry the person who was chosen was clueless about the compeptition i know this because the stage direction in paragragh 20 it state " Annoyed " the stage direction shows that him not knowing anything about the compeptition that she wanted to get into so bad and to him it was nothing but another regular thing, she is annoyed that it could have easily been her instead of him

Lastly, she relized that helping the person who was one of the finalist also found in the story in a stage direction stated " Thoughtfully" and moments after soledad offered the help the guy by training him every single day till the compeptition, this show soledad realized that her chances werent fully gone.

In conclution, i can see how this charater changed and developed though the story from being disappointed by not getting what she was hoping for, being jelous over the guy that did make the final and being able to compete farther on into realizing instead of giving up she can help him and train him to be successful in order to get the one thing she really wants.

Organization and Development of Ideas: 3

The writer presents the thesis that the stage directions show the development of Soledad's character through her reactions to events "from being disappointed" to "being jelous" to deciding to help train Kevin "in order to get the one thing she really wants." The thesis is fully developed in an essay with a purposeful structure. The introduction effectively provides background information about the play, giving a reader context for the thesis ideas. The conclusion is also effective as it summarizes the points made by the writer. The organization of ideas is logical with three separate stages of Soledad's development ("she was devastated," "she was jelous and angry," "realized her chances werent fully gone") discussed, in turn, and transitions ("To begin with," "In addition," "Lastly," "In conclution") create connections between the paragraphs. Relevant text evidence from the stage directions in the play ("then looks up devastated," "Annoyed," "Thoughtfully") is chosen and clearly explained to show how Soledad moved from sadness and anger to formulating a plan to possibly obtain the shoes after all. The writer provides an analysis of the events and Soledad's reactions ("i can see how this charater changed and developed though the story") instead of simply summarizing them. Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 0

The writing demonstrates little to no command of grade-level-appropriate conventions. The essay contains many run-on sentences; for example, the entire first, third, and fourth paragraphs are run-ons, where the writer omits periods or incorrectly uses commas as sentence boundaries. Grammatical and phrasing errors are frequent (“in the write,” “that enter her self into,” “one of the finalist,” “that she want so bad,” “it state,” “devastated about not make,” “this show soledad realized”), as well as misspellings (“charater,” “compeptition” “thoughts [those],” “jelous,” “angery,” “mad [made],” “combintion,” “te,” “relized,” “concution”). The writer repeatedly neglects to capitalize proper names (“soledad”), the pronoun I (“i can see how”), and the first word of sentences (“this shows how”). Also, there are many instances of missing punctuation such as commas (“to compete also when she,” “sad and mad which 1 later”) and apostrophes (“didnt,” “wasnt,” “werent”). The frequency of the errors in all five conventions categories significantly impacts the clarity of the writing and the reader’s understanding of the writing.

Score Point 4

Response 1

Stage directions are used often in this play. They help convey what a character's emotions are or their actions. It also might provide the setting at the beginning of a scene. In this particular play however, a lot of stage directions are used to convey Soledad's emotions as she finds out she wasn't chosen as one of the contestants for the free throw contest, but her brother's friend Kevin was.

At the beginning of the story we see how enthusiastic Soledad was about the contest. She was even going to practice her free throws instead of driving Alejandro to his friend's house. So when she found out she wasn't entered, she was clearly devastated, as it is stated in the story. She does find out, however, that Kevin, her brother's friend, did get picked to be one of the contestants. When Soledad finds this out her and Alejandro get ready to visit him.

When they arrive at Kevin's apartment and ask him why he even entered the contest in the first place, Soledad's first response is to be annoyed at him, because he doesn't even play basketball. Her annoyance quickly turns into thoughtfulness as she devises a plan to not only help Kevin avoid public humiliation, but also to get herself the shoes. She warns him it won't be easy but she is willing to help him, and he agrees.

So even though Soledad's initial response to her not getting picked as a contestant is devastation and annoyance, these emotions turn into enthusiasm by the end of the story. She is willing to assist her friend in a way that benefits both of them, and believes they have a chance of winning. Readers can clearly see these thoughts being portrayed throughout the story by not only her dialogue, but also the stage directions that assist us with understanding the story.

Organization and Development of Ideas: 2

This response begins with the thesis that "a lot of stage directions are used to convey Soledad's emotions as she finds out she wasn't chosen as one of the contestants for the free throw contest, but her brother's friend Kevin was." The thesis is present but not fully developed in response to the task, and the focus shifts from stage directions to plot summary. The organization of the essay is mostly effective, and the writer offers an introduction as well as a conclusion that both add to the effectiveness of the writing. In addition, the ideas are logically connected and easy to follow. However, the thesis is not fully developed. Evidence from the play is paraphrased to support the thesis, but the evidence mostly summarizes the play instead of explaining the development of Soledad's character. However, the writer does provide some analysis near the end ("So even though Soledad's initial response . . . is devastation and annoyance, these emotions turn into enthusiasm by the end of the story. She is willing to assist her friend in a way that benefits both of them, and believes they have a chance of winning"). The expression of ideas is basic: word choice is often general and imprecise, and some sentences and phrases are at times ineffective, which may weaken the message. Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 2

The response demonstrates a consistent command of grade-level-appropriate conventions. Although there are errors in grammar ("her and Alejandro get ready") and spelling ("convey," "willin," "devistation," "benifits," "throughtout," "dialogue"), the response has few errors, and these errors do not impact the clarity of the writing.

Response 2

The writer of the play “Winning” uses stage direction in order to effectively develop the three characters. The writer completes this task by allowing stage directions to give his characters more depth and personify them further as well as to show how they respond in conversations with each other.

First of all, the writer uses stage directions to give the main characters more personality and their emotions. For instance paragraph 11 of the text states, “Sometimes this weekend. [Checks her phone and then looks up, devastated.] Oh. Well, actually it was earlier this morning. They’ve already posted the finalists and I’m not one of them. [She looks at the phone again, now incredulous.] But you’ll never guess who is, Your pal Kevin!”. Clearly this shows how Soledad’s emotions shifted from pure disappointment to excitement after learning Kevin was a finalist. Also this presents the idea that even though Soledad was not a finalist, she is ecstatic that someone she knows was chosen showing that she lacks jealous and envious intentions. As a result this gives the audience more depth into her personality and who she is as an individual.

Second of all, the use of stage directions shows the chemistry between the three characters and how they respond to each other’s actions. For example in paragraph 6 and then in paragraph 26 through 27 the reading source states, “[Speaking in unison] Winners never quit trying to improve! [They laugh]... [She eyes Kevin with concern] You realize it’s going to be a lot of work, right? [Sighs.] I do.” Clearly this shows the fact that they know each other and their personalities extremely well. Also this shows how they respond to each other’s comments and sentences. So this presents the idea that the Alejandro and Soledad have a good relationship as siblings as well as how they have a good relation with Alejandro’s friend Kevin.

Overall the writer of the play “Winning” effectively uses stage direction to show the chemistry between each character as well to show how their personalities develop. I suppose that this source shows how by using as simple as stage directions, you encourage the reader to focus on your characters and look at them with more depth.

Organization and Development of Ideas: 3

This response begins with the thesis that “The writer of the play ‘Winning’ uses stage direction in order to effectively develop the three characters.” The writer crafts a purposeful organizational structure that includes an effective introduction and conclusion that add to the reader’s ability to understand the writer’s ideas. In addition, strong sentence-to-sentence connections enhance the writing, making the writer’s ideas easy to follow. The response includes specific, well-chosen, and relevant text-based evidence that is clearly explained and consistently supports and develops the thesis (“Clearly this shows how Soledad’s emotions shifted from pure disappointment to excitement after learning Kevin was a finalist. Also . . . she is ecstatic that someone she knows was chosen showing that she lacks jealous and envious intentions”). The expression of ideas is clear and effective because the writer’s word choice is specific and purposeful, and 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: 1

The response demonstrates an inconsistent command of grade-level-appropriate conventions. There are several errors throughout including some in punctuation (“I’m”), grammar (“She looks,” “paragraph 26 through 27,” “the Alejandro,” “using as simple as”), and spelling (“develope,” “conversations,” “eachother,” “personity,” “dispointment,” “estatic,” “showinnng”). The response has several errors, but the reader can understand the writer’s thoughts.

Score Point 5

Response 1

The use of stage directions within *Winning* allows the reader to learn more about the characters' thoughts and feelings, along with their reactions to important pieces of information. One of the first examples of stage directions helping to build the characters is the line between Alejandro and Soledad, discussing their Dad's encouraging ways. "[*Speaking in unison*] [*They laugh.*]" By focusing on how the characters share this moment together, it helps shows the bond that Alejandro and Soledad have as siblings.

The next critical use of stage directions is after Soledad has found out her name was not drawn in the contest, an important turning point in both the story and Soledad's character. By describing her vivid emotions, "[*Checks her phone and then looks up, devastated.*]" the reader is able to sympathize with Soledad, as she has mentioned previously how hard she has been working towards this goal. However, this revelation is quickly followed by another, one that gives the reader hope that Soledad may still win her shoes, via Kevin's victory. "[*She looks at the phone again, now incredulous.*]" The stage directions within this scene provide the perfect contrast that gives layers to Soledad's character - she is someone who has failed, but is not willing to give up.

The beginning of scene 2 gives the reader a basic understanding of Kevin's character, someone who is overconfident and enthusiastic despite not knowing what he signed himself up for. "[*He reads dramatically from his phone.*]" However, once learning that there is more to the contest than he believed, he quickly switches his tone. "[*Aghast.*]" His enthusiasm can only keep his mood high for so long, and the reader feels sorry for Kevin once he realizes what this news means for him. "[*He trails off and then drops his hands as realization hits him.*]"] The stakes are now greater than ever, and the reader turns to Soledad to help Kevin win the competition, developing the bond and personality of these characters greatly. "[*As Kevin and Alejandro look at her hopefully, she holds up a cautionary hand.*]"

Throughout this play, stage directions play a crucial role in creating drama and moving the play forward, creating layered personalities for the characters, and invoking readers' interest in the story; making them sympathetic, angry, and hopeful as Kevin, Alejandro, and Soledad work towards their goal.

Organization and Development of Ideas: 3

This response begins with the thesis that "The use of stage directions within *Winning* allows the reader to learn more about the characters' thoughts and feelings, along with their reactions to important pieces of information." The thesis is clearly identifiable and fully developed, and the focus is consistent throughout, creating a response that is unified and easy to follow. A purposeful structure that includes an effective introduction and conclusion is evident, and the organizational structure is appropriate and effectively supports the development of the thesis. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways, using transitions ("One of," "The next," "The beginning," "Throughout"). The writer includes specific, well-chosen, and relevant text-based evidence that is clearly explained and consistently supports and develops the thesis ("By focusing on how the characters share this moment . . . as siblings"; "The stage directions within this scene provide the perfect contrast . . . not willing to give up"). Similarly, the response also provides stage directions for Kevin and explains those as well. In addition, the expression of ideas is clear and effective through specific and purposeful word choice and phrases ("encouraging ways," "siblings," "sympathize," "perfect contrast that gives layers," "overconfident and enthusiastic," "crucial role," "layered personalities," "invoking") and 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 response demonstrates a consistent command of grade-level-appropriate conventions. There are few errors, if any, and they do not impact the clarity of the response.

Response 2

In the play *Winning*, Soledad, Alejandro's sister, enters a competition for a pair of basketball shoes. However, Alejandro's best friend, Kevin, wins instead. The catch is, you have to compete in a free throw competition to truly win the shoes. So, Soledad agrees to coach Kevin on his free throws, for a price. Throughout this whole play, stage directions are present. But why? Stage directions can influence how a character develops throughout a story by showing the characters emotions, actions, and reactions.

One way that stage directions influence the development of a character is by showing their emotions. In this play, this happens a lot. For example, line 12 shows that Alejandro was amazed that Kevin was one of the winners of the competition. This helps contribute to the development of Alejandro's character, because it shows how Alejandro is surprised that Kevin would enter a free throw competition, knowing that Kevin is not experienced in basketball.

Another way that stage directions influence the development of a character in a play is by showing their actions. An example of this in the play *Winning* is when Kevin "Trails off and then drops his head into his hands as realization hits him." This develops his character, as Kevin himself realizes that he is not good at basketball and will have to publically show off his lack of basketball skills.

One last way that stage directions help develop a character is by showing their reactions to things. The way a character reacts can tell you a lot about how they are feeling in any given moment, so stage directions are very important for this reason. An example of this in the play would be whenever Soledad checks her phone and is devastated that she didn't win the competition. This stage direction develops Soledad's character by showing how important the competition was to her and how she was devastated whenever she did not win.

In conclusion, stage directions can help influence a character's development in many ways. Whether it is Alejandro's surprise at Kevin winning the competition or Soledad's reaction to learning she did not win the competition, it can be agreed upon that these stage directions can very well contribute to the development of characters in a play. Without stage directions, many plays would fall flat, as they are intended to be played by actors in real life, and therefore the actors need direction, to accurately portray what was intended to be seen by the writer.

Organization and Development of Ideas: 3

This response begins with the thesis that "Stage directions can influence how a character develops throughout a story by showing the characters emotions, actions, and reactions"). The thesis is clear and fully developed, and the focus is consistent throughout, creating a response that is unified and easy to follow. A purposeful structure that includes an effective introduction and conclusion is evident. In addition, transitions between and within paragraphs clearly show how the ideas relate to each other. The response includes specific, well-chosen, and relevant text-based evidence that is clearly explained and consistently supports and develops the thesis ("The way a character reacts can tell you a lot about how they are feeling in any given moment . . . whenever Soledad checks her phone and is devastated that she didn't win the competition. This stage direction develops Soledad's character by showing how important the competition was to her and how she was devastated whenever she did not win"). In addition, the expression of ideas is clear and effective. Word choice is specific ("The catch is," "plays would fall flat"), and almost all the writing contributes to the quality of the response and the clarity of the message. Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 2

The response demonstrates consistent command of grade-level-appropriate conventions. The writer makes few errors in this response, and these 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

I do not understand this prompt. So i will write an argumenative essay on why football is harder than basketball.

Do you believe football is easeir that basketball? Well i say its not, let me explain why. Football is harder than basketball because there are way more fundimentals. Your physique must be more compelex than a baskeball players as well. So therefore football is arder than basketball.

When you play football you need strength, speed, agility, height, and more. Ill use myself as an example, Im a D linemen who plays nose gaurd. I weigh 183 lbs and im 5'5. The avarge linemen in the NFL is 6'4, 300 lbs plus. This gives me a great dissadvantage to play the sport. Which adds to the discipline you need to play football.

Football is listed as one of the most dangerous sports in the world. Knowing just that should say more than enough but heres more information. The strength you need to play football is unlike any other. You have people who could bench 20x your body weight so if your not on the same level as them youd be toast.

Now dont get me wrong you need strength, speed, and agility for basketball as well but not as much as football. In basketball all you really need is height. Lets look at Shaq for example, he was 7'0 plus with no sped or agility. All he needed to dominate in the NBA was his height and strength.

Overall football is harder than basketball because of its crucial body expectations and its need for speed agility strength and so on. The discipline alone outruns any reason basketball would be hearder than football.

Response 2

Once me and my cousins went on a camping trip it took us a couple of hours just to make it to the camp once we got to the camp we set up the tent and put all the food and drinks in the ice cheast once we were done setting up are camping base we explored we went hiking we went in a lake after we finished exploring and swimming we went back barbequed food while we were eating raccons came up to us and were looking for food

Read the next two selections and answer the questions that follow.

Passage 1:

What Community Means

As Antoine walks lonely
down the block,
signs shout
about National Night Out¹.

- 5 One poster announces,
“This is what community means!”

- Back at his apartment,
he surveys the space
piled high with boxes.
10 He must make room
for the furniture
his cousin is bringing
tomorrow.

- Community
15 is people
with a collective history—
is people
who call across alleys,
know about new jobs
20 or know about cousins coming.
That is what community means.

And that’s not him.
Not here.

- As he unloads
25 mismatched cups
and empty plates,
a barbecue breeze

¹National Night Out—National Night Out is an annual community event that helps build positive neighbor relationships.

peppered with paprika
and garlic powder
30 drifts in.

Four floors down,
folks scrape and clang
the ground
as they set up tents,
35 lug chairs, unfold tables.
All the while,
a music-like laughter
fills the air.
Is that what community means?

40 Carried down
by the scents and sounds,
Antoine steps
tentatively toward a tent.

A silver-haired woman
45 waves him over.
Bess, dressed
in purple,
is holding
her grandbaby.

50 Single-handedly
she sets Antoine up
with a chair and some
mouth-watering,
hunger-curing brisket.
55 *Is this what community means?*

Seventeen people
in 45 minutes.
There's Noel, writing haiku
with sidewalk chalk.
60 Ted, who promises to
bring Antoine a potted hosta plant
"to make his new place
a home."

65 Mrs. Smithson, who's getting
a ride to the airport
the next day from Jacko.
Jacko, who works at the corner store,
whose daughter jumps rope
with Ted's daughter.

70 This community of action
gains traction in Antoine's brain.

It's a dance
of eating,
and meeting,
75 and greeting.

Those boxes can wait.
Antoine volunteers
to take down
tents and tables
80 when the night out is over.
Ted and Jacko offer
to help haul furniture
the next day.

Full of thanks and names,
85 associations and ties,
Antoine thinks,
This is what community means.

Passage 2: Less Is More

- 1 Choosing to live in a smaller home is not a new concept, but the tiny house movement, a trend in home buying, is making that choice more and more popular in recent years. This movement encourages people to downsize and live more simply. Now more people are deciding to forgo their traditional homes for homes with less square footage—a lot less.
- 2 Although the word “awkward,” “unusual,” or even “absurd” may come to mind when a person sees a tiny house for the first time, these remarkably small dwellings, which are usually no bigger than the size of a two-car garage, should not be judged on appearance alone. Although they may look more like elaborate playhouses than actual residences, tiny homes can offer significant advantages. What these structures lack in size, they make up for in efficiency, functionality, and design.
- 3 One benefit many tiny homes enjoy is being part of a tiny-home community. For example, tiny-home communities often offer amenities such as restaurants, markets, dog parks, and community gardens. Tiny-home living encourages people to focus on their lifestyle and provides them with a better quality of life. With fewer things to do inside a tiny home, people who live in a tiny-home community tend to spend more time outdoors, pursuing hobbies, or simply getting to know their neighbors.
- 4 Living in a tiny-home community provides people with a strong sense of belonging. In these communities, people get to know one another, and neighbors often become an extended part of the family. Neighbors share tools with one another, help each other out with tasks, and even care for one another’s children. For older adults, tiny-home living is especially beneficial. They have neighbors to help them with repairs, run errands for them, and simply spend time with them, which benefits residents of all ages.
- 5 One of the biggest perks associated with tiny houses is cost. Most can be purchased for less than \$100,000. Tiny houses are more affordable than larger traditional homes. Also, they typically use less energy. This results in lower electric bills because smaller appliances and the need for fewer lights help homeowners keep their energy use down.

- 6 While cost savings is an indisputable benefit, there is another advantage to living in a tiny house: it is better for the environment than living in a traditional house. Tiny homes produce fewer carbon dioxide emissions than the average home. They also contribute less greenhouse gases to Earth's atmosphere. Additionally, since they have little room for unnecessary things, tiny-home owners tend to buy less. This leads to less overall waste.
- 7 In addition to the impressive benefits that tiny homes offer their owners and the environment, it's hard to ignore how structurally impressive these little dwellings are. Great attention is given to every detail so that homeowners still have all the amenities and comforts of a traditional home without having to maintain more square footage. It seems as though not one inch is wasted within the walls of a tiny home. For example, a table can be folded up and tucked away when not in use. A living room and a kitchen can act as one shared area. The space under a set of stairs can be used for storing clothes, appliances, or pantry items. A sofa can have hidden storage, and extra shelves can be added to the walls to keep regularly used items within arm's reach.
- 8 The obvious obstacle associated with tiny-home living is having to acclimate to a living space that is far smaller than a traditional home. According to the U.S. Census Bureau, the average single-family home in 2021 was 2,273 square feet. With this in mind, it is easy to understand how living in a tiny home, which typically has no more than 400 square feet, would be quite an adjustment for some people. However, owners of tiny homes seem to thrive in their unique environments. Since space within a tiny home is limited, everything must have a purpose. Therefore, tiny homes have far less clutter than traditional homes. This has a positive impact on homeowners' physical and mental energy. And with limited indoor space, homeowners spend more time outside, gaining a new appreciation for nature and outdoor activities.
- 9 Tiny homes can be vastly different from traditional houses. They still manage to offer unique comforts and conveniences. Whether someone wants to live more simply or is just eager to try a new way of life, a tiny home can offer a new world of possibilities.

English I Reading Short Constructed Response

Prompt

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

How does the author of the article “Less Is More” rebut the claim that life in a tiny home can be difficult? Support your answer with evidence from the article.

Item-Specific Rubric

Score: 2

A complete response may include, but is not limited to, one of the following responses about how the author rebuts the claim that life in a tiny home can be difficult:

- Tiny homes are less cluttered because occupants must have fewer household items overall.
- Because tiny homes are small, occupants naturally spend more time outside, which is good for them.

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:

- *Since space within a tiny home is limited, everything must have a purpose. Therefore, tiny homes have far less clutter than traditional homes.* (paragraph 8)
- *And with limited indoor space, homeowners spend more time outside, gaining a new appreciation for nature and outdoor activities.* (paragraph 8)

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 how the author rebuts the claim that life in a tiny home can be difficult.

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

its the meaning about how u can get better life at a smaller house than a bigger house as can community and diffrent stufff

In this response, the writer does not provide an accurate answer as to how the author of “Less Is More” rebuts the claim that life in a tiny home can be difficult (“its the meaning about how u can get better life at a smaller house than a bigger house as can community and diffrent stufff”), and no relevant text evidence from the excerpt is provided.

Response 2

The article “ Less is More” rebut the claim that life in a tiny home can be difficult because you wont have that much space in your house . My next edvidence is “ Living is having to acclimkate to a living space this is far smaller than a tradiotianla home .

In this response, the writer does not provide an accurate answer because the writer does not explain how the author rebuts the claim that life in a tiny home can be difficult. Instead, the writer repeats the claim by saying you “wont have that much space in your house.” The evidence is not relevant because it does not show the author rebutting the claim; it supports the claim instead.

Response 3

The author states that living in a tiny home can be difficult because if you live in a small home it is hard to acclimate to living space. in paragraph 8 it says “The obvious obsticale associated with tiny-home living is having to acclimate to a living space that is far smaller that a traditional home.”

In this response, the writer does not provide an accurate answer about how the author rebuts the claim that life in a tiny home can be difficult. Instead, the writer supports the claim by saying that “The author states that living in a tiny home can be difficult because if you live in a small home it is hard to acclimate to living space.” The information that the writer cites from the article “Less Is More” does not show the author rebutting the claim; it supports the claim instead. The quotation also supports the claim (“The obvious obsticale associated with tiny-home living is having to acclimate to a living space that is far smaller that a traditional home.”), therefore the evidence does not support an accurate answer about how the author rebuts the claim.

Response 4

The author of this article rubutes the claim that life in a tiny home can be difficult because of tight space. The author says this in paragraph 8 when they state "the obvious obstacle associated with tiny-home living is having to acclimate to a living space that is far smaller than a traditional home. That tells how tiny houses can be difficult because of the lack of space. The author also states "the average single family home was 2,273...a tiny house, which typically has no more than 400 square feet. Overall, the main problem with tiny houses is lack of space.

In this response, the writer does not provide an accurate answer about how the author of the article "Less Is More" rebuts the claim that life in a tiny home can be difficult. Instead, the writer supports the claim that life in a tiny home can be difficult. The writer puts forth the claim that "The author of this article rubutes the claim that life in a tiny home can be difficult because of tight space," which is an affirmation of the claim, not a rebuttal. The information that the writer cites from the article ("the obvious obstacle associated with tiny-home living is having to acclimate to a living space that is far smaller than a traditional home. . . . 'the average single family home was 2,273...a tiny house, which typically has no more than 400 square feet'") is not relevant because it does not show the author rebutting the claim; it supports the claim instead.

Score Point 1

Response 1

He says tiny homes can be difficult to adjust to but ultimately worth it because you get to know your neighbors better and it's better for the environment.

In this partial response, the writer provides an accurate answer about how the author of "Less Is More" rebuts the claim that life in a tiny home can be difficult ("He says tiny homes can be difficult to adjust to but ultimately worth it because you get to know your neighbors better and it's better for the environment"). The writer does not provide any relevant evidence from the article to support their accurate answer. A complete response includes evidence cited or paraphrased from the article.

Response 2

The author rebuts it by stating in paragraph 8 tiny home owners only have limited room for their items so they must only buy things with a purpose but that's a benefit because that helps the place to be easily cleaned and less cluttered.

In this partial response, the writer provides an accurate answer to show how the author of the article "Less Is More" rebuts the claim that life in a tiny home can be difficult ("by stating in paragraph 8 tiny home owners only have limited room for their items so they must only buy things with a purpose but that's a benefit because that helps the place to be easily cleaned and less cluttered"). The writer does not provide any relevant evidence from the article to support the accurate answer. A complete response includes evidence cited or paraphrased from the article.

Response 3

Living in a tiny home would be difficult because you really have to cram everything you own into a extremely small living space. Paragraph 7 of the article states, "The space under a set of stairs can be used for storing clothes, appliances, or pantry items." While this could be practical, it seems unorganized, like since everything can't have its own space all your items are mixed in together.

In this partial response, the writer does not provide an accurate answer about how the author rebuts the claim that life in a tiny home can be difficult. The writer does provide relevant evidence from the article ("The space under a set of stairs can be used for storing clothes, appliances, or pantry items").

Response 4

becuase is a small house is hard to move around is hard to live whit people that is bigger then you in the same house but is better to live in a small house becuase you can safe more energy then a big house .

In this partial response, the writer provides an accurate answer to the question of how the author rebuts the claim that living in a tiny home is difficult by saying “is better to live in a small house becuase you can safe more energy then a big house.” However, the writer does not provide any relevant evidence from the article to support the answer.

Score Point 2

Response 1

The author rebuts the claim that life in a tiny home can be difficult by describing all of its benefits. the author writes "tiny home communities often offer amenities such as restaurants, markets, dog parks, and community gardens." (Less Is More 3).

In this complete response, the writer provides an accurate answer to show how the author of the article "Less Is More" rebuts the claim that life in a tiny home can be difficult by stating that "The author rebuts the claim that life in a tiny home can be difficult by describing all of its benefits." The writer also provides relevant evidence from the article to support their answer ("tiny home communities often offer amenities such as restaurants, markets, dog parks, and community gardens").

Response 2

The author rebutted the claim that life in a tiny home can be difficult by giving many different examples of how it benefits you. As in the article the author states "Most can be purchased for less than \$100,000...Also, they typically use less energy"(Paragraph 5). from this example they told the reader how the benefits were and how cheap housing is.

In this complete response, the writer provides an accurate answer as to how the author of the article "Less Is More" rebuts the claim that life in a tiny home can be difficult ("by giving many different examples of how it benefits you"). The writer also provides relevant evidence from the article to support their accurate answer ("Most can be purchased for less than \$100,000. . . Also, they typically use less energy").

Response 3

In the article "Less is More" the author rebuts the claims that life in a tiny home is hard by detailing the amenities and benefits that come in a tiny house community. We see this in, "For example, tiny-home communities offer...restaurants,markets,dog parks, and community gardens...provides them with a better quality of life" (Less Is More). They talk about the belonging and relationships that come with a tiny-home community, as well as the environmental impacts. All these things make life better for someone, not more difficult.

In this complete response, the writer provides an accurate answer to show how the author of the article "Less Is More" rebuts the claim that life in a tiny home can be difficult ("by detailing the amenities and benefits that come in a tiny house community. . . . They talk about the belonging and relationships that come with a tiny-home community"). The writer also provides relevant evidence to support their accurate answer ("For example, tiny-home communities offer...restaurants,markets,dog parks, and community gardens...provides them with a better quality of life").

Response 4

In this article "Less is More" the author rebutes the claim that life in a tiny home can be difficult by stating in paragraph 9, " Tiny homes still manage to offer unique comforts and conveniences. Whether someone wants to live more simply or is just eager to try a new way of life." The author also states in paragraph 8 "They have far less clutter than normal homes. This has a positive impact on the homeowners physical and mental energy, and they spend more time outside in nature." In conclusion these are just a few reasons as to why you and others should by a tiny house today.

In this complete response, the writer provides an accurate answer to show how the author of the article "Less Is More" rebuts the claim that life in a tiny home can be difficult by using information from the source itself ("by stating in paragraph 9, ' Tiny homes still manage to offer unique comforts and conveniences. Whether someone wants to live more simply or is just eager to try a new way of life'"). The writer supports their accurate answer with relevant evidence from the text ("'They have far less clutter than normal homes. This has a positive impact on the homeowners phisical and mental energy, and they spend more time outside in nature'").

English I Writing Short Constructed Response

English I Writing Short Constructed Response

Passage: “A Change in Perspective”

Original Paragraph:

(6) Janice grabbed a shiny new magazine from the middle of her large stack and studied its cover dreamily. (7) Palm trees flanked a sandy beach, with the banner “Discover Bahia Honda State Park in the Florida Keys!” splashed across the top. (8) She gushed over the picture, exclaiming that she planned to visit the Florida Keys someday and that Bahia Honda State Park would be at the very top of her list of places to go when she visited someday.

Prompt

Truman has included redundant information in sentence 8. In the box provided, rewrite sentence 8 in a clear and concise way.

Item-Specific Rubric

Score: 1

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

Score: 0

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

Sample Student Responses

Score Point 0

Response 1

She gushed over the picture, exclaiming she has been planning to visit Florida Keys and Bahia Honda State Park for when she visits.

The writer does not revise the sentence in a clear and effective way. While the sentence mentions that she gushed over a picture and planned to visit the Florida Keys and Bahia Honda State Park, the response retains the redundancy related to visiting. In addition, the writer changes the original meaning by shifting to “has been planning,” which alters the context of the passage.

Response 2

She gushed ovet the picture exsidling, she always planned to visit the florida keys someday

The writer does not revise the sentence in a clear and effective way. The revision omits information from the original sentence, including the reference to Bahia Honda State Park. As a result, the response does not fully convey the meaning of the original sentence within the context of the passage.

Response 3

She gushed over the pircutre, she planned that someday she would visit the Florida Keys and Bahia Honda State Park would be at the very top of list of places to go.

The response is not a complete sentence but a run-on sentence, preventing the ideas from being communicated clearly. The writer has written two completely formed independent thoughts (“She gushed over the pircutre,” and “she planned that someday she would visit . . . would be at the very top of list of places to go”), which creates the run-on sentence. Because the response lacks a clear and complete sentence structure, the revised sentence does not meet the requirements of the rubric.

Response 4

She glanced over at the picture knowing that she wants to vist Florida Keys someday, and that Bahia Honda State Park would be one of her top places to visit.

The writer does not revise the sentence in a clear and effective way. Instead, the writer changes the meaning of the original sentence by replacing “gushed over” with “glanced over,” reducing the emotional tone of Janice being excited about the Florida Keys. In addition to changing the meaning, the response still includes the redundancy by repeating the verb “vist,” resulting in unnecessary repetition of the same part of speech.

Score Point 1

Response 1

She gushed over the picture, exclaiming that she planned to visit the Florida Keys someday and that the Bahia Honda State Park would be at the top of her list of places to go.

The writer clearly and effectively expresses the ideas from the original sentence. The revision includes "She gushed over the picture," states that she plans "to visit the Florida Keys someday," and identifies Bahia Honda State Park. The redundancy from the original sentence has been removed, and the meaning and context of the passage are preserved.

Response 2

"She gushed over the picture, exclaiming that the Bahia Honda Statr park is at the very top of her list of places to go when she visits Florida Keys someday."

The writer clearly and effectively expresses the ideas from the original sentence. The revised sentence includes "She gushed over the picture," the "Bahia Honda Statr park," and a reference to visiting the "Florida Keys." The redundancy from the original sentence has been removed, and the meaning and context of the passage are preserved. The misspellings "exclaiming" and "Statr" are editing errors that do not detract from the score of this revising task.

Response 3

She gushed over the picture, exclaiming that Bahia Honda State Park would be at the top of her list of places to go when she visited Florida Keys someday.

The writer clearly and effectively expresses the ideas from the original sentence. The revised sentence includes "She gushed over the picture," a reference to Bahia Honda State Park, and that Janice will be visiting the Florida Keys someday. The redundancy from the original sentence has been removed, and the meaning and context of the passage are preserved. Changing the order of the original sentence is acceptable if the sentence is complete and clear.

Response 4

She gushed over the picture, exclaiming that she planned to visit both the Florida Keys and the Bahia Honda State park someday.

The response clearly and effectively expresses the ideas from the original sentence, eliminating the redundancy from the original sentence by combining the repeated references to visiting into a single concise statement. The writer ensures that the elements needed to preserve meaning are included ("She gushed over the picture"; "she planned to visit both the Florida Keys and the Bahia Honda State park").