



Grade 7

Reading Language Arts

Constructed Response
Scoring Guide

Spring 2023

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**

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

Are People Ready for Robots?

- 1 Say the word “robots,” and many people think of unrealistic science-fiction movies or books about the future. But the future is here. Robots are becoming increasingly involved in people’s lives. Some movies portray robots as thinking beings bent on taking over the world. The reality could not be more different. Robots help people in almost every aspect of life.
- 2 In some workplaces, robots and humans work together. A factory in the Netherlands that produces oil-burner parts is using cobot, or collaborative robot, technology. There, human workers use multiple robot arms in order to assemble gas nozzles for the oil burners. The robot arms allow the workers to assemble a far greater number of parts per hour than the workers could on their own.
- 3 Carnegie Mellon University in Pittsburgh uses cobots in a different capacity. These cobots deliver paperwork to offices and guide visitors around the campus. The cobots do not look like people. They are basically tablet computers on wheeled stands. They roll from place to place and even take elevators to get to their destinations, but these cobots still require humans to push their buttons and give them commands.
- 4 Hotel EMC2 in Chicago features room-service cobots named Cleo and Leo. The front desk sends these three-foot-tall rolling robots to deliver needed items to delighted guests in the hotel. The cobots do not replace the human element at EMC2, because humans still give commands to the pair of delivery bots and oversee their actions.
- 5 Technology has advanced so far in recent years that robots can actually be wearable. For example, devices made of metal straps and tubes attach a wearable robot, or exoskeleton, to the person wearing it. Exoskeletons can make wearers look as if they walked out of a science-fiction movie. Exoskeletons may look unusual, but they are all about making the people who wear them stronger. When a warehouse worker using an exoskeleton bends to pick up a heavy object, motors in the exoskeleton engage to assist the worker in lifting the load. The worker performs the same motions as always. The help from the exoskeleton allows the worker to lift much heavier loads with less risk of injury.



- 6 The use of exoskeletons extends into the field of medicine. Some people who have paralysis or other conditions that impede their ability to move unaided use exoskeletons to help them with walking. Although exoskeletons are not yet widely used for this purpose, scientists and engineers see promising signs ahead.
- 7 Robots can be helpful in people’s homes too. These small robots function and interact with people in a variety of ways. Home robots can be programmed to clean floors or do other minor tasks. Some robots can even speak and answer questions as they perform these tasks around the home. There is almost no limit to the services these pint-size robots can offer.
- 8 Most of the robots people use in their homes do not resemble living creatures. Robotics companies have discovered that robots that look too human or lifelike make people uncomfortable. Robotic pets are the exception. Many look like the real thing, even though they cannot give the same affection that live pets do. But these robots do offer some real benefits. Robotic cats and dogs can provide companionship for people living alone. And studies show that owning a robotic dog that looks and behaves like a real dog can ease feelings of anxiety and loneliness. Plus, owners of robotic pets do not have to walk their pets or clean up after them. Families with allergy issues or other barriers to pet ownership might just be adopting robot pets in the near future.
- 9 More and more, robots are joining humans at work and at home. These robots rely on human action to accomplish their tasks, and for some, that interaction is their whole reason for existence. The robots have arrived.

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Grade 7 Extended Constructed Response

Read the article “Are People Ready for Robots?” Based on the information in the article, write a response to the following:

Explain some ways humans benefit from allowing robots to complete simple tasks at home and in the workplace.

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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

1	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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. <p><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></p>
Score Point	Conventions
2	<p>Student writing demonstrates consistent command of grade-level-appropriate conventions, including correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has few errors, but those errors do not impact the clarity of the writing.</p>

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<p>1</p>	<p>Student writing demonstrates inconsistent command of grade-level-appropriate conventions, including limited use of correct:</p> <ul style="list-style-type: none">• sentence construction• punctuation• capitalization• grammar• spelling <p>The response has several errors, but the reader can understand the writer's thoughts.</p>
<p>0</p>	<p>Student writing demonstrates little to no command of grade-level-appropriate conventions, including infrequent use of or no evidence of correct:</p> <ul style="list-style-type: none">• sentence construction• punctuation• capitalization• grammar• spelling <p>The response has many errors, and these errors impact the clarity of the writing and the reader's understanding of the writing.</p>

Sample Student Responses

Score Point 0

Response 1

The robots can do everything humans can so if they were made then we don't have to do enything we the robots can.

Organization and Development of Ideas: 0

The writer presents a controlling idea that “The robots can do everything humans can . . .” The response lacks an introduction and conclusion, and an organizational structure is not evident. In addition, there is no text-based evidence to support the controlling idea and the expression of ideas is unclear. 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 trait, the response will also earn 0 points in the Conventions trait.

Response 2

Are people ready for robots ? I say no because people are to afraid to discover new technology. the article says lifelike rodots make people uncomfortable imagine what else makes people scared or uncomfortable. so this is why i say people are not ready for robots.

Organization and Development of Ideas: 0

The writer does not address the prompt. The writer of this response offers a response in the form of an argument. Therefore, 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 trait, the response will also earn 0 points in the Conventions trait.

Score Point 1

Response 1

These robots certainly can helpin many ways like in (paragraph 2) where it says that in factorys humans and robots work together and it allows poeple to assemble things quicker and even the robot pets (paragraph 8) they help with loneliness and anxiety so, yes robots have help from what this passage has said.

Organization and Development of Ideas: 1

The writer provides the controlling idea that “These robots certainly can helpin many ways. . .” A brief conclusion (“so, yes robots have help from what this passage has said”) is present. The organization is weak because an organizational structure that supports logical development is not evident. The writer provides little text-based evidence (“in factorys humans and robots work together and it allows poeple to assemble things quicker and even the robot pets . . . they help with loneliness . . .”) but an explanation of evidence is not provided. In addition, the expression of ideas is ineffective. The response reflects a limited understanding of the writing purpose.

Conventions: 0

The student writing demonstrates little to no command of grade-level-appropriate conventions. The response is written as a single sentence but includes punctuation errors with missing commas, a subject/verb agreement error (“yes robots have help . . .”), and spelling (“helpin,” “factorys,” “poeple,” “loneliness”) that impact the clarity of the writing and the reader's understanding of the writing.

Response 2

Robots can help people deliver papers to offices they can even give tours with the right settings and programming you can get them to do anything even though robots can not shows feelings or express feelings due to them not having emotions they can be built to give you companionship and follow the order you give them many people use robot pets as companionship because they are low maintenance and not so "creepy" as robots that resemble humans and they can help in workplaces doing jobs that can be unsafe for humans that can cause radiation or muscle strain.

Organization and Development of Ideas: 1

The writer of this response provides the controlling idea that “Robots can help people deliver papers to offices they can even give tours . . . you can get them to do anything,” but does not develop this controlling idea appropriately in response to the writing task. The writer does not include an introduction or a conclusion. An organizational structure that supports logical development is not present. The writer provides a small amount of paraphrased evidence (“people use robot pets as companionship because they are low maintenance and not so ‘creepy’ as robots that resemble humans and they can help in workplaces doing jobs that can be unsafe for humans . . .”) that is insufficiently explained. The expression of ideas is ineffective “not so ‘creepy’ . . .” Overall, this response reflects a limited understanding of the writing purpose.

Conventions: 0

The writing demonstrates little to no command of grade-level-appropriate conventions. The response contains errors in sentence construction, punctuation, and capitalization (response is one lengthy run-on sentence). 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

Ways that robots benift from helping is that they are helpful with jobs. One example is that exoskeletons can help contruction workers and warehouse workers lift hevier things and also lessens the risk of an injury. They can also help people with limited abilitys by helping a paralyzed person walk with an exoskeleton. Another reason is that they can be pets too. They can help people who are lonley.

Organization and Development of Ideas: 1

The writer presents a controlling idea that is not developed appropriately “Ways that robots benift from helping is that they are helpful with jobs.” The organization is minimal as the response lacks an introduction and conclusion, and it is not always evident that the organizational structure supports logical development of the supporting ideas. A small amount of text-based evidence related to the controlling idea of robots being “helpful with jobs” is provided (“exoskeletons can help contruction workers and warehouse workers lift hevier things and also lessens the risk of an injury”) but lacks sufficient explanation. Additional text-based evidence is included but insufficiently explained on how it supports the controlling idea (“They can also help people with limited abilitys by helping a paralyzed person walk with an exoskeleton. Another reason is that they can be pets too. They can help people who are lonley”). In addition, the expression of ideas is mostly ineffective. The response reflects a limited understanding of the writing purpose.

Conventions: 1

The writing demonstrates an inconsistent command of grade-level-appropriate conventions including limited use of correct spelling (“benift,” “contruction,” “hevier,” “abilitys,” “lonley”). The writer also makes a verb agreement error in the opening sentence (“Ways that robots benift . . . is . . .”). The response has several errors, but the reader can understand the writer’s thoughts.

Response 2

Are people ready for robots?well robots and fasinating and can do so many amazing things in peoples daily lifes!there are also any different types of robot.some people find robots creepy and it makes them feel uncomfotable,but really robots help people in almost every aspect of life.in some workplaces and factorys robots can help humans to create things like oil burners no help asemples nozzels,in a university in pittsburg there are robots that are kinda like tablets on wheels that help to give tours and bring people to there destinations.Hotel EMC2 in chicago has a type of robots called a "cobot" these special types of robot are given commands on what to do throughtout the hotel such as room sevice and a few other small commands.now technology has been able to become wearable these robots are called "Exoskeletons" these make humans look as though they have walkd out of a science fiction movie but they are actully very helpful in many ways one way they help people is but supporting people in warehouses when doing heavy lifting so that there is less of risk for anyone to get inguries not only that exoskelotons help people in that have paralysis or other conditions that stump there ability to move.there are also small robots that can help people to clean there homes,there is also a type of robot that famililes use as a replacement pet in there are allergies.as you can see robots are not scary things and should not make you uncomfotable in reality robots are very helpful and use in so many different ways!

Organization and Development of Ideas: 2

In this response, the writer presents the controlling idea that “some people find robots creepy and it makes them feel uncomfortable, but really robots help people in almost every aspect of life.” Although the writer includes an introduction in the form of a question (“Are people ready for robots?”) and a conclusion (“as you can see robots are not scary things and should not make you uncomfortable in reality robots are very helpful and use in so many different ways!”), the organizational structure is not always consistent and does not always support the logical development of the controlling idea since sentence-to-sentence connections are lacking. The response includes some text-based evidence to support the controlling idea (“in some workplaces and factories robots can help humans to create things like oil burners . . .”; “Hotel EMC2 in Chicago has a type of robots called a ‘cobot’ . . .”; “‘Exoskeletons’ these make humans look as though they have walked out of a science fiction movie but they are actually very helpful in many ways . . . supporting people in warehouses when doing heavy lifting . . .”), but this evidence is insufficiently explained. In addition, the expression of ideas is basic since sentences, at times, are ineffective and weaken the writer’s intended meaning (“not only that exoskeletons help people in that have paralysis or other conditions that stump their ability to move”; “there is also a type of robot that families use as a replacement pet in there are allergies”). Overall, the response reflects partial understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. There are multiple run-on sentences as well as a variety of punctuation errors. In addition, there are capitalization (“pittsburg,” “chicago”), grammar (“like oil burners no help assemble nozzels”) and spelling errors (“fascinating,” “uncomfortable,” “assemble,” “service,” “actually,” “injuries,” “there” [their]). 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

One way people can benefit from letting robots do tasks around the house is, say, if an injured person had to do things around their house but can't always walk up and down stairs they could send a robot instead and not risk hurting themselves.

Another way people can benefit from letting robots do tasks around the house is if an elderly person needs help doing, say, small things around the house, said elderly person can save money and just get a robot verses having to pay a monthly fee on a provider.

Those were all the ways people can benefit from letting robots do tasks around the house.

Organization and Development of Ideas: 1

The writer provides a controlling idea that is not developed appropriately in response to the writing task (“way people can benefit from letting robots do tasks around the house is . . .”). The writer includes a brief conclusion (“Those were all the ways people can benefit from letting robots do tasks around the house.”), but there is no introduction. Although the writer includes transitions (“One way people can benefit,” “Another way people can benefit,” “Those were all the ways people can benefit”), the organization remains minimal since an organizational structure that supports logical development is not always evident. The writer provides a small amount of text-based evidence in the form of the paraphrased idea that robots can be helpful in people’s homes (“person had to do things around their house”; “elderly person needs help doing, say, small things around the house”), and the explanations are insufficient (“if an injured person had to do things around their house . . . not risk hurting themselves”; “if an elderly person needs help . . . verses having to pay a monthly fee on a provider”). Additionally, the expression of ideas is ineffective due to repetitive phrases that impact the strength of the message. Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 2

The student writing demonstrates consistent command of grade-level-appropriate conventions. For the most part, sentence construction of two complex sentences, punctuation, capitalization, and grammar are correct. Errors in spelling (“benefit,” “verses”) are present. The response has few errors, and those errors do not impact the clarity of the writing.

Response 2

Some ways that humans benefit from robots doing simple jobs like cleaning the floor frees up time for people to focus on other things in life that they value. They can also do other jobs in a home like answer questions while doing a job. At work robots can do jobs that might cause injury to the worker or can do a job that involves going into a dangerous area, as is said in paragraph 5.

They also can help not only in physical jobs but ones that require mental and physical effort like working at a university, the robots can deliver papers to colleges so that you have more time to get more work done like it said in paragraph 3. They can also help people need help finding a place like it is described in paragraph 3.

Not only can robots help in the workplace and at home but to help you go to and from work and home by helping people with disabilities allowing them to move in a more relaxed manner. When people get home robots can be pets that help you de-stress as is said paragraph 8.

Organization and Development of Ideas: 2

The writer provides a controlling idea that also serves as an introduction in the opening sentence "Some ways that humans benefit from robots doing simple jobs like cleaning the floor frees up time for people to focus on other things in life that they value." The organization is limited, and although the writer does not include a conclusion, the organizational structure does include paragraph-to-paragraph transitions ("They can also do other jobs . . .," "They also can help not only in . . ."; "Not only can robots help in the workplace and at home . . .") that provide some logical support for the controlling idea. The writer provides text-based evidence, but this evidence is insufficiently explained ("They can also do other jobs in a home like answer questions while doing a job. At work robots can do jobs that might cause injury to the worker or can do a job that involves going into a dangerous area, as is said in paragraph 5"; "They also can help not only in physical jobs . . . robots can deliver papers to colleges so that you have more time to get more work done like it said in paragraph 3"). In addition, the writer's expression of ideas is basic and word choice is general ("They can also help people need help finding a place like it is described in paragraph 3"; "When people get home robots can be pets that help you de-stress as is said paragraph 8."), and at times not conveying the writer's ideas clearly. Overall, the response reflects partial understanding of the writing purpose.

Conventions: 1

The writing demonstrates an inconsistent command of grade-level-appropriate conventions. Errors in sentence construction that include the incorrect use of commas (“They also can help not only in physical jobs but ones that require mental and physical effort like working at a university, the robots can deliver papers to colleges so that you have more time to get more work done like it said in paragraph 3.”) and spelling (“benefit,” “dangrs,” “disablities,” “alowing,” “maner,” “halp”) are present. The response has several errors, but the reader can understand the writer’s thoughts.

Response 3

Are robots usefull or neccessary for humans to use in our daily lives?
I think they are because they can help perform many different actions, jobs and also help with medical use as an example parslisis assistance for helping people to be able to walk. Also to help with medical robots arent just walking talking peices of metal technically ventilators and air conditionars and also cars are robots that we use every single day.

Robots can help by cleaning around the house. For instance a roomba picks up hair dust and dirt around the house or workspace. They can keep the house very clean if you have pets they can also help with pet allergies.

Robots are also good because they can deliver items. They can deliver room service to bring food to people and deliver packages in self driving vehicles. When i went to yellowstone they had self driving cars that you could test out for free instead of taking a bus. Cars are robots too and can get us places so much faster than walking or riding a bike.

Also we use robots for factories everywhere robotic arms to help construct and deconstruct depending on the code they were given. They also have air conditioners which we use everyday and dont even think about to cool the air. There are also heater to heat the air when it is cold.

These are all examples of robots and the ways that they help is do all of our daily tasks. They can help in so many ways we have never thought of or tried to create but in the future we will have robots assisting at every turn.

Organization and Development of Ideas: 3

In this response the writer presents the clear controlling idea that robots are useful and necessary “because they can help perform many different actions, jobs and also help with medical use . . .” The writer includes an introduction (“Are robots usefull or neccesary for humans to use in our daily lives?”) and an effective conclusion (“These are all examples of robots . . . in the future we will have robots assisting at every turn”). The organizational structure is appropriate and effectively supports the development of the controlling idea. The writer includes paragraph-to-paragraph transitions and sentence-to-sentence connections (“Robots can help by cleaning around the house. For instance a roomba picks up hair dust and dirt around the house or workspace”; “Robots are also good because they can deliver items. They can deliver room service to bring food to people and deliver packages in self driving vehicles.”) to logically connect the supporting ideas. The writer provides sufficient paraphrased evidence from the text that is relevant (“help with medical use as an example parslisis assistance for helping people to be able to walk”; “Also we use robots for factories everywhere robotic arms to help construct and deconstruct depending on the code they were given.”) and clearly explains using both anecdotal information and indirect evidence that is relevant (“When i went to yellowstone they had self driving cars,” “Cars are robots too and can get us places so much faster . . .”) and supports and develops the controlling idea. Word choice is specific and purposeful (“medical robots arent just walking talking peices of metal technically ventilators and air conditionars and also cars are robots that we use every single day”), and the expression of ideas is clear and effective. The response reflects a thorough understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. Errors include sentence construction and multiple run-on sentences (“medical use as an example parslisis assistance for helping people to be able to walk”; “They can keep the house very clean if you have pets they can also help with pet allergies”; “Also we use robots for factories everywhere robotic arms to help construct and deconstruct depending on the code they were given”), missing apostrophes (“arent,” “dont”), capitalization (“roomba,” “i,” “yellowstone”), and spelling (“usefull,” “neccesary,” “parslisis,” “peices,” “conditionars”). 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

Robots can help people in many ways, like assisting them with difficult tasks, performing basic tasks, and more.

One way robots help people is that in a factory in the Netherlands, robot arms assist human workers with creating parts, allowing them to make more parts than they would on their own.

Another way that robots help people is that some robots can be worn. These are called exoskeletons, and they can assist warehouse workers with picking up heavy objects. This technology is most likely useful for construction workers, and for other jobs that involve heavy lifting.

Robots can assist regular people as well, such as exoskeletons that are used to allow those who have difficulty with motion move, although this technology is not widespread yet.

Some robots are used at home, and perform simpler tasks. Robotic pets, while not able to perform tasks, can provide companionship for those who live alone and cannot own or afford a real animal. Some home robots can be used to clean floors, or other simple tasks. Some can even speak!

Robots are useful, and thus will most likely become more mainstream as time goes on, and I couldn't be any more excited!

Organization and Development of Ideas: 2

The writer presents the controlling idea that "Robots can help people in many ways, like assisting them with difficult tasks, performing basic tasks, and more." A purposeful structure that includes an introduction and conclusion is present ("Robots are useful, and thus will most likely become more mainstream as time goes on, and I couldn't be any more excited!"). An organizational structure is evident, and the writer includes paragraph-to-paragraph transitions to provide some logical development of the controlling idea ("One way robots help people . . .," "Another way that robots help people . . .," "Robots can assist regular people as well . . .," "Some robots are used at home . . ."). Although the writer includes relevant evidence focused on several situations where robots can assist people, there is insufficient explanation of this evidence from the writer to develop strong support for the controlling idea. As such, the expression of ideas remains basic. Holistically, the response reflects partial understanding of the writing purpose.

Conventions: 2

The writing demonstrates a consistent command of grade-level-appropriate conventions. An error in spelling ("perform") does not impact the clarity of the writing.

Response 2

Robots help humans in many ways, either its at work or at home. In the article there were many examples of different robots and their contributions to the human life. There are cobots, wearable robots, home robots, and realistic robots. All of these robots help humans lives easier either its at home or at work.

The first example of a robot is a cobot. Cobot stands for a collaborative robot. The robot works with humans in the workspace to help get things done faster and assist them. In paragraph 2 a type of cobot is a robotic arm. The robotic arm helps workers assemble parts faster than they could on their own. In paragraphs 3 and 4 the cobots are computered and the humans give instructions to the cobot and they assist them. In paragraph 4 the cobot helps assist people at hotels by delivering needed items.

The second robot is the wearable robot. They are called the exoskeleton. The exoskeleton is used to help people who wear them stronger. With the help of an exoskeleton people can lift heavier items without the risk of an injury. In paragraph 6 the article demonstrates the use of an exoskeleton by using them in the mdeical field. The exoskeleton helps people who are paralyzed with walking. The exoskeleton isnt fully used in the medical field but scientists are working on developing.

The last robot are robots that help at home. The robots can help with tasks like cleaning and answering questions. Robots used at home arent releastic looking because people get uncomfortable when around them. Robotic pets are used tho because they dont look super realistic. Robotic pets are used in the house when people want a pet but are prevented from them because of allergies or other conditions.

Robots are still evolving and have many more years to develop. Robots are used in homes and work to help humans in many ways. Over time robots will get more complex and might be used in everyday life.

Organization and Development of Ideas: 3

The writer presents the controlling idea that “Robots help humans in many ways, either its at work or at home.” An effective introduction is presented in the first paragraph and an effective conclusion (“Robots are still evolving and have many more years to develop. Robots are used in homes and work to help humans in many ways. Over time robots will get more complex and might be used in everyday life.”) is present and establishes a purposeful organizational structure that effectively supports development of the controlling idea. The writer includes paragraph-to-paragraph transitions and sentence-to-sentence connections to logically connect ideas in purposeful and highly effective ways (“The first example of a robot is a cobot. Cobot stands for a collaborative robot. The robot works with humans in the workspace to help get things done faster and assist them”; “The second robot is the wearable robot. They are called the exoskeleton. The exoskeleton is used to help people who wear them stronger”; “The last robot are robots that help at home. The robots can help with tasks like cleaning and answering questions”). The writer uses paraphrased evidence that is specific, well chosen, and clearly explained to consistently support the development of the controlling idea. In addition, the writer’s word choice is purposeful (“In paragraph 6 the article demonstrates the use of an exoskeleton by using them in the mdeical field”; “Robots are still evolving . . .”; “Over time robots will get more complex . . .”), and the expression of ideas is clear and effective. The response reflects a thorough understanding of the writing purpose.

Conventions: 1

The writing demonstrates an inconsistent command of grade-level-appropriate conventions. There are errors in sentence construction (“All of these robots help humans lives easier either its at home or at work”; “The exoskeleton is used to help people who wear them stronger.”; “The exoskeleton isnt fully used in the medical field but scientists are working on developing”; “Robotic pets are used tho because they dont look super realistic.”), missing apostrophes and grammar (“humans lives,” “isnt,” “dont”), and spelling (“mdeical,” “releastic,” “peopple”). The response has several errors, but the reader can understand the writer’s thoughts.

Score Point 5

Response 1

When you hear people talking about using robots more in the future, have you ever thought, "How could robots possibly help people do things that humans can't already do?" In the passage "Are People Ready for Robots" they answer this very question. Some things robots can help you with are housekeeping and doing chores at the job. Robots can be a very helpful addition to your house or workplace.

There are a number of ways that robots can help out around the house. One thing that robots can do around your house is clean the floors. For example there are small disk shaped vacumes that you can buy to clean the floor. Another thing robots can do at the house is confort you. Some robots are made to resemble pets, and studdies show that these robotic pets actually do reduce anxiety and stress. However, the one catch with all robots is that it takes humans to opperate them. Robots can be very helpful to have around the house.

Robots can also be very helpful to have at work. One job robots can help with is manufacuring. At a factory in the netherlands, people and robots work together to produce a maximum output of oil-burner parts. Another job where robots can be of service is at schools. At Carnegie Mellon University in Pittsburgh robots are used to guide visitors and deliver papers.

Robots can be very helpful both at home and at work. Now people are even working on exoskeleton robots to aid people who are crippled. Robots can help you get things done faster and do more. In the future, I think more people will invest in robots.

Organization and Development of Ideas: 3

In this response the writer presents the controlling idea that “Some things robots can help you with are housekeeping and doing chores at the job.” The focus is consistent throughout as the writer begins with an effective introductory paragraph and includes an effective conclusion (“Robots can be very helpful . . .”; “I think more people will invest in robots”). The organization is effective as the writer employs a purposeful structure that is appropriate and effectively supports the development of the controlling idea. Sentences and paragraphs are logically connected in purposeful ways (“There are a number of ways that robots can help out around the house. One thing that robots can do around your house is clean the floors. For example . . .”; “Robots can also be very helpful to have at work. One job robots can help with is manufacturing. At a factory in the netherlands . . .”). The writer includes paraphrased evidence that is relevant and explained (“Another thing robots can do at the house is confort you. Some robots are made to resemble pets, and studdies show that these robotic pets actually do reduce an anxiety and stress”; “At a factory in the netherlands, people and robots work together to produce a maximum output of oil-burner parts. Another job where robots can be of service is at schools. At Carnegie Mellon University . . . robots are used to guide visitors and deliver papers”). In addition, almost all sentences and phrases are crafted to convey the writer’s ideas and contribute to the quality and clarity of the message, resulting in expression of ideas that are clear and effective. Overall, this response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writing demonstrates a consistent command of grade-level-appropriate conventions. Sentence construction is consistent throughout most of the response. Although there are a few spelling errors (“vacumes,” “confort,” “studdies,” “anxiety,” “opperate,” “manufacuring”) and a capitalization error (“netherlands”), those errors do not impact the clarity of the writing.

Response 2

I think that humans are ready for robots because they make jobs easier, help people with disabilities, and can make kids be able to have a fun pet.

Robots make many jobs easier. In many industries they use robots to make the process quicker. This helps the industry make money faster. In paragraph 2 of the article it says "A factory in the Netherlands that produces oilburner parts is using cobot, or collaborative robot, technology. There, human workers use multiple robot arms in order to assemble gas nozzles for the oil burners." Here, they are using robots to make this industry better.

Robots aren't just used in industries, they are also used to help people with disabilities. If someone is blind, then a robot can guide them to there destination. In paragraph 6 of the article it says "Some people who are paralysis or other conditions that impede their ability to move unaided use exoskeletons to help them with walking." Robots can help parylized people who have never been able to walk! Robots help people in many ways, but this is one of the most amazing blessings that we can use to help other people.

Lastly, we can use robots to give a child a fun companion. If a child was allergic to a dog, but they wanted one really badly, then you could get them a robotic dog. A robotic dog would be just like a real one, but have less things that you would have to take care of. This pet wouldn't give you the same amount of love that a real animal or dog would, but it would give them something to play with and take care of.

As you have seen, robots can help people in many ways. That is why I think that People are ready for robots.

Organization and Development of Ideas: 3

In the introduction, the writer presents the controlling idea that “I think that humans are ready for robots because they make jobs easier, help people with disabilities, and can make kids be able to have a fun pet.” The writer also includes a conclusion, and the organizational structure is appropriate and effectively supports the development of the controlling idea. The writer includes meaningful paragraph-to-paragraph transitions (“Robots make many jobs easier”; “Robots aren’t just used in industries . . .”; “Lastly, we can use robots to . . .”) and strong sentence-to-sentence connections (“use robots to make the process quicker. This helps the industry make money faster”; “they are also used to help people with disabilities. If someone is blind . . .”; “to give a child a fun companion. If a child was allergic to a dog . . .”) to provide logical development of support for the controlling idea. The writer includes paraphrased and quoted text-based evidence that is specific, well chosen, and relevant (“This helps the industry make money faster. In paragraph 2 of the article it says “workers use multiple robot arms in order to assemble gas nozzles for the oil burners.””; “In paragraph 6 of the article it says “Some people who are paralysis or other conditions . . . use exoskeletons to help them with walking””; “A robotic dog would be just like a real one, but have less things that you would have to take care of.”), that is clearly explained and consistently supports and develops the controlling idea. Additionally, the writer’s word choice is specific and purposeful, and sentences and phrases are effectively crafted to clearly convey the writer’s ideas. Expression of ideas are clear and effective. The response reflects a thorough understanding of the writing purpose.

Conventions: 2

The student writing demonstrates consistent command of grade-level-appropriate conventions. The response has few errors in spelling (“parylized”) and capitalization (“People”), and those errors do not impact the clarity of the writing.

Grade 7 Writing Short Constructed Response

Grade 7 Writing Short Constructed Response

Passage: “Letter to an Ice Cream Shop”

Original Paragraph:

(25) My family craves cold treats in every season of the year. (26) I think that most people around here feel exactly like we do. (27) Everyone enjoys a tin cup of one of your delicious flavors. (28) It doesn't matter what the temperature is outside!

Prompt

In the box provided, combine the ideas in sentences 27 and 28 in a clear and effective way.

Item-Specific Rubric

Score: 1

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

Score: 0

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

Sample Student Responses

Score Point 0

Response 1

The enjoyed the cup with their flavor and it does it matter what it is

The response does not combine the ideas in a clear and effective way because some ideas from both sentences are missing. The following ideas were not included from sentences 26 and 27 (“everyone,” “delicious,” “temperature is outside”). For the response to receive full credit, the original meaning needs to be retained in the combination of both sentences.

Response 2

everyone likes eating your icecream no matter how cold or hot it is

The response does not combine the ideas in a clear and effective way. In an attempt to combine the sentences, the writer changes the meaning of the original sentences. It is unclear if “how cold or hot it is” refers to the ice cream or the temperature outside.

Response 3

Everyone enjoys a tin cup of one of you delicious flavors, it doesn't matter what the tempiture is outside

The response does not combine the ideas in a clear and effective way. The writer transcribes both sentences and replaces the end punctuation after sentence 26 with a comma. However, this approach creates a comma splice, which uses a comma to link two independent clauses, and the result remains two separate sentences written as a run-on. In this instance, a conjunction or semicolon would successfully link the two independent clauses.

Response 4

that every body love ice cream

The response does not combine the ideas in a clear and effective way. The writer only addresses ideas from sentence 26. To receive a higher score, the response must include all the ideas from sentences 26 and 27.

Score Point 1

Response 1

Everyone enjoys a tin cup of one of your delicious flavor, and it doesnt matter what the temperature is outside.

The response is a complete sentence that combines the ideas in a clear and effective way. The writer adds an appropriate conjunction (“and”) to combine the two sentences.

Response 2

No matter what temperature it is, everyone enjoys a tin cup of one of your delicious flavors.

The response is a complete sentence that combines the ideas in a clear and effective way. The writer uses “No matter” as a connecting phrase to show the relationship between the ideas from sentence 27 and sentence 26. This approach successfully combines the ideas without changing the meaning of the original sentences.

Response 3

Everyone enjoys a tin cup of one of your delicious flavors, so it doesn't matter what the tempature is outside!

The response is a complete sentence that combines the ideas in a clear and effective way. The writer adds an appropriate conjunction (“so”) to combine the two sentences.

Response 4

Everyone enjoys a tin cup of your delicious flavors, no matter what the temperature might be outside.

The response is a complete sentence that combines the ideas in a clear and effective way. The writer uses the connecting phrase “no matter what” to combine the ideas from sentences 26 and 27 accurately.