



Grade 8 Reading Language Arts

Constructed-Response Scoring Guide

Spring 2024

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 8 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 8 Reading
Passage with Extended
Constructed Response and
Short Constructed Response**

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

Carol Jenkins and her mother visit the home of Mr. Linden to explore his collection of books. Upon a return visit, Carol makes an unusual discovery.

from Mr. Linden’s Library
by Walter Dean Myers

- 1 It looked the same as the book she had handled before, but the ending of the story had changed.
- 2 Taking a deep breath, she calmed down. There had to be a logical explanation. It was as if she had remembered a previous day but had mixed that day with another.
- 3 “I’m glad to discover another reader,” Mr. Linden said downstairs in the kitchen. He cradled a cup of tea in his hands. “We are a dying breed, I’m afraid.”
- 4 That night Carol’s sleep was disturbed by troubled dreams. Carol dreamt of sitting in Mr. Linden’s library, questioning him about his life and all the books in his library. Then she awoke and lay in the darkness of her room, thinking of the book on the window seat and how she must have allowed her imagination or some random thought to change the way she remembered the page.
- 5 All things made sense. There were no mysteries in the real world. She thought of mentioning the book to her mother but decided against it. It was her mystery, and she rather enjoyed the curiousness of it all.
- 6 The next time they were supposed to visit Mr. Linden, Carol’s mother wasn’t feeling well. She had one of the headaches that plagued her when the weather grew heavier, just before the late fall and temperatures plummeted the town into its annual winter doldrums. Now that her mother knew more about Mr. Linden, she was fine to let Carol go by herself.
- 7 As she made her first trip alone to Mr. Linden’s house, turning aside from the wind that rippled the bay, Carol thought about asking him directly about the book. Perhaps she would start by talking about the last book she had borrowed. But not at first, of course. First she had to get her hands on his book and check it out.
- 8 She hoped he would allow her to go into the library alone, and he did. She held her breath and walked more softly, almost sneaking up on the books that awaited her.
- 9 She glanced at the window seat. The book was still there, angled so that the sun cast a shadow diagonally across the title. She turned away from it, allowing her glance to capture it now and again as she read the titles of the shelved books.
- 10 She found a book with small drawings of ships and islands, *The Traveler’s Guide to Madeira and the West Indies*, and leafed casually through it, all the time listening for sounds from below. When she heard the clinking of the metal teakettle against the stove, she moved quickly to Mr. Linden’s book.

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- 11 *Esteban told himself that he had been swimming long enough. He had already gone much farther than anyone he knew, even farther than men with strong legs. No one swam all the way to the island. Now he was nearer than he had ever been, but it no longer seemed important to him. It was as if he were swimming not for himself but for the dolphin that went before him most of the time but sometimes behind him, nudging him forward.*
- 12 *He began breathing hard, showing the dolphin how tired he was, how afraid he was to keep going when he wasn't at all sure of himself. He was not that strong and had already done more than he had ever done in his life. He stopped and treaded water for a while, with the dolphin only a few feet away. Esteban felt that he and the dolphin were on a mission together, that they were proving something. But what were they proving, and where would it lead?*
- 13 Again Carol checked the number on the page, even looking at the numbers of the pages before and after the one she was reading. She was right; the story had changed. It was changing from day to day! The boy in the story was swimming out farther each time, and the dolphin swam with him, as if it knew something special about the boy's mission. But how could the story be different each time she read it?
- 14 She grabbed the book she would borrow, holding it with both hands, and carried it down to Mr. Linden.
- 15 "Ah, George Miller's travel adventure from the age of sail." Mr. Linden examined the book over the rimless glasses he wore. "Excellent choice."
- 16 "What are you reading?" Carol asked. "Something about dolphins, I think."
- 17 The old black man looked quickly away. For a long moment the room was engulfed in silence. In the distance, barely audible, the gentle lapping of the low tide on the graveled shore came rhythmically.
- 18 "It's not a very good book." His voice was lower than it had been. "You wouldn't be interested."

From "Mr. Linden's Library" by Walter Dean Myers, from THE CHRONICLES OF HARRIS BURDICK: 14 AMAZING AUTHORS TELL THE TALES, Houghton Mifflin Harcourt Publishing Company. Text copyright © 2011 by Walter Dean Myers. Used by permission.

Grade 8 Reading Extended Constructed Response

Prompt

Read the excerpt from “Mr. Linden’s Library.” Based on the information in the excerpt, write a response to the following:

Explain how Carol’s curiosity influences events in the excerpt.

Write a well-organized informational composition that uses specific evidence from the excerpt 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 8 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>

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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>
1	<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>
0	<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

Carols cuirosity effects events that happen because depending on what she thinks, she does, and then that effects how everything happens.

Organization and Development of Ideas: 0

The writer presents a thesis that is not developed in response to the writing task (“Carols cuirosity effects events that happen because depending on what she thinks, she does, and then that effects how everything happens”). An organizational structure is not present in this single-sentence response. Relevant evidence is not provided, as the thesis is vague without support from details and examples from the text. The response reflects a lack of understanding of the writing purpose.

Conventions: 0

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

Response 2

When Carol is dreaming you can tell that see has a deep imagination and is curios when awoken. Throught the story you see her wanting to understand the book on the shelf but is to agenst the fact, she wants to find somthing new. This curiosity causes her to go in this circul of not knowing want to do.

Organization and Development of Ideas: 0

A thesis is presented in the final sentence of the response (“This curiosity causes her to go in this circul of not knowing want to do”) but is not developed effectively in response to the writing task. No introduction is present, and an organizational structure that supports logical development is not evident. The only detail from the text is not relevant to the thesis statement (“When Carol is dreaming you can tell that see has a deep imagination and is curios when awoken”). This is followed by an incoherent statement (“Throught the story you see her wanting to understand the book on the shelf but is to agenst the fact, she wants to find somthing new”). Overall, 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 of Ideas trait, the response will also earn 0 points in the Conventions trait.

Score Point 1

Response 1

carols confusion had troubled her sleep and had dreams about the book. noticing the book had changed a little made her curious even more and wonder why she remembered the change of the book. since there are no mysteries in the world she didnt wanna tell her mom because it was her mystery. her curiousness led her down to the library, she went on her own because her mom had a bad headache, then she was at the library and she wanted to get imformation about the book but hasnt said a word yet but check the book out so the man let her in the library alone and just looked at the book and looked away from it and found another book and it was interesting that she borrowed it. after she asked about the mans book but the way he reacted was priceless

Organization and Development of Ideas: 1

A thesis is provided (“noticing the book had changed a little made her curious even more and wonder why she remembered the change of the book”) but not effectively developed in response to the writing task. No introduction or conclusion is provided, nor is an organizational structure that supports logical development. Explanation of any summarized evidence provided is insufficient and is only vaguely related to the writing task at times, which impacts the clarity of the message (“she went on her own because her mom had a bad headache”; “so the man let her in the library alone and just looked at the book and looked away from it and found another book and it was interesting that she borrowed it”). Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 0

The writing demonstrates little command of grade-level-appropriate conventions, including frequent errors in sentence construction (“her curiousness led her down to the library, she went on her own because her mom had a bad headache, then she was at the library and she wanted to get imformation”), capitalization, and punctuation. The writing lacks any apostrophes (“carols,” “didnt,” “hasnt,” “mans”) and lacks a period at the end of the last sentence. The beginning of every sentence is missing a capital letter. A few spelling errors (“wanna,” “imformation”) are present. The response has many errors, and these errors impact the clarity of the writing and the reader’s understanding of the writing.

Response 2

her curiosity makes her want to go back to the library and ask the man about the book witch leads to her going back to the library and reading a page to see if it has changed she found it it did change and was going day to day with the boy and dolphin swimming then took the book to the man and asked him about it making him look away quickly and waying its a bad book and Carol wont be interseted

Organization and Development of Ideas: 1

A thesis is evident (“her curiosity makes her want to go back to the library and ask the man about the book”) but not developed effectively in response to the writing task. No introduction or conclusion is present, nor is an organizational structure that supports logical development. Minimal text-based evidence is provided, primarily as an attempt at a summary of events without sufficient explanation (“then took the book to the man and asked him about it making him look away quickly and waying its a bad book and Carol wont be interseted”). Expression of ideas is ineffective as word choice is vague (“it did change,” “its a bad book”), impeding clarity of the message. The response reflects a limited understanding of the writing purpose.

Conventions: 0

The writing demonstrates no command of appropriate grade-level conventions. The writing is a single run-on lacking required capital letters, periods, and commas. In addition, many other spelling, usage, and punctuation errors (“witch [which],” “library,” “swimming,” “waying [saying],” “wont [won’t],” “interseted [interested]”) impact the clarity of the writing and the reader’s understanding of the writer’s thoughts.

Score Point 2

Response 1

Mr. Linden library is full of books and Carol has a dream and she imaging herself. She is imaging herself talking to Mr. Linden about his life and the books he has in his library. Her dreaming of this could be something meantful. The book on the window seat had something to do with the dream. She found a book called The Travelers Guide to Madeirs and the West. As she was reading the book she didn't realize that the book was changing as she was reading it. The book was changing from day to day, and Carol was so surprised on how the book was changing and she didn't know.

Organization and Development of Ideas: 1

A thesis is implied by the writer's description of Carol's curiosity ("Carol was so surprised on how the book was changing and she didn't know") but not developed effectively in response to the writing task. An organizational structure that supports logical development is weak, and details given are limited and repetitive ("she imaging herself. She is imaging herself"; "she didn't realize that the book was changing"; "The book was changing from day to day"; "Carol was so surprised on how the book was changing"). Explanation of any evidence presented is insufficient and often only vaguely related to the writing task, and evidence is sometimes extraneous as it reflects confusion about which book changes ("She found a book called The Travelers Guide to Madeirs and the West. As she was reading the book she didn't realize that the book was changing as she was reading it"). This impacts the strength and clarity of the message. The writing reflects a limited understanding of the writing purpose.

Conventions: 1

The writing demonstrates inconsistent command of grade-level-appropriate conventions, including a verb usage error ("she imaging [she was imagining]") and spelling errors, ("imaging [imagining]," "meantful [meaningful]"), as well as punctuation errors ("Linden [Linden's]," "did'nt"). The response contains several errors, but the reader can understand the writer's thoughts.

Response 2

littel kids are just full of joy and life and escpelshuly curiosty they will find anything to do when they are bored or curios . but how does itinflunc you actions like in the story how does it infuelns his actons for the eents to lead up to the realution .

in paragrph 4 he was thinkign abut hes drem he had and why was it so vived and jump at you scary and he was wondering why it was about the library and mroe spesifculy about the book he was reading so he want to go bakto the library. quote fom the passeag"Carlo thought about asking him directly about the book. Perhaps she would start by talking about the last book she had borroed .But not at frist ,of couses . first she had to get her hands on his book and check it out ." this qoute tells me hes is gettin curies about thebook and wantting to ask qustens about it to find out why it keeps adding more ot the story .

in paragrph 7 he gets more cureas like what is going on ith this book why does it keep adding to the story . a nother qoute that helped me is " Again carlo checked the number on the page even looking at the numbers of the pagesbefor and after the one she was reading .She was right ; the story had chenged .It was changing from day to day !"theseqouet also telles me that she got to she found out that the book was changeing and she need to find out why it was

in concluson you should alway stay curise even if your 100 yers old .

Organization and Development of Ideas: 2

A thesis is present in the second paragraph ("he was wondering why it was about the library and mroe spesifculy about the book he was reading so he want to go bakto the library"). A purposeful structure that includes an introduction ("littel kids are just full of joy and life and escpelshuly curiosty . . . but how does itinflunc you actions like in the story") and a conclusion ("in concluson you should alway stay curise even if your 100 yers old") is present. The writer includes text-based evidence with explanations to support the thesis in the second paragraph (" `Perhaps she would start by talking about the last book she had borroed .But not at frist ,of couses . first she had to get her hands on his book and check it out .' this qoute tells me hes is gettin curies about thebook and wantting to ask qustens about it to find out why it keeps adding more ot the story") and in the third paragraph (" ` Again carlo checked the number on the page . . . She was right ; the story had chenged .It was changing from day to day !'theseqouet also telles me that she got to she found out that the book was changeing"). The writer's expression of ideas is basic. Overall, the response reflects partial understanding of the writing purpose.

Conventions: 0

The writing demonstrates little to no command of grade-level-appropriate conventions. Errors include a lack of capitalization at the beginning of most sentences ("littel kids," "in paragrph 4," "in concluson") and of proper names ("carlo"), run-on sentences ("what is going on ith this book why does it keep adding to the story"), incorrect use of pronouns ("you [your]," "your [you're]"), and multiple spelling errors in every sentence ("littel [little]," "escpelshuly [especially]," "itinflunc [it influence]," "actons [actions]," "eents [events]," "thinkign [thinking]," "qustens [questions]," "chened [changed]," "telles [tells]," "yers [years]," "curios," "curies," "cureas," "curise"). The many errors impact the clarity of the writing and the reader's understanding of the writing.

Score Point 3

Response 1

Carol's curiosity shows that she is determined to do anything just to have the book she wanted. In the text, it says, "Now that her mother knew more about Mr. Liden, she was fine to let Carol go by herself. As she made her first trip alone to Mr. Liden's house, turning aside from the wind that rippled the bay, Carol thought about asking him directly about the book." (Myers, 6 & 7) This shows that Carol was so determined to find what she was looking for that she even went by herself to get it.

Organization and Development of Ideas: 1

The thesis that "Carol's curiosity shows that she is determined to do anything just to have the book she wanted" is evident but not developed effectively in response to the writing task. An organizational structure to support logical development is minimal as the response consists of only the thesis, a quotation, and a concluding sentence. The concluding single-sentence explanation of the evidence is insufficient ("This shows that Carol was so determined to find what she was looking for that she even went by herself to get it"). The response reflects a limited understanding of the writing purpose.

Conventions: 2

The writing demonstrates consistent command of grade-level-appropriate conventions, including the use of correct sentence construction, punctuation, capitalization, and grammar throughout. There are a few minor misspellings ("Mr. Liden [Mr. Linden]," "rippled"), but these errors do not impact the clarity of the writing.

Response 2

I think Carlos curiosity effected alot of events. One of them being the old black man when he heard of the book I say this becuase he was very bothered in the text it states "The old black man looked quicklt away..... its not a very good book his voice was lower than it had been. You wouldnt be interested" thats an event that happends becuase of her curiosity. It also effected her sleep becuase she had this thought that the book was diffrent. in the text it states " The night carlos sleep was disturbed by troubled dreams. Carlos dreamt of sitting on Mr. Lindens libary, questioning him about his life and all the books in the libary, Then she awoke and lay in the darkness of her room, thinking of the book on the windw seat and how she must have allowed her imagination or some random thought to chnage the way she remmembred the page" this shows another event that happends becuase of her curiosity becuase if it was not for the book I feel like she wouldnt of had this dream.

Organization and Development of Ideas: 2

A thesis is presented in the introduction ("I think Carlos curiosity effected alot of events"). An organizational structure that supports logical development is evident, using transitional phrases to connect sentences in meaningful ways ("One of them being"; "It also effected"; "this shows another event"). The thesis is partially developed with text-based evidence and explanation ("One of them being the old black man when he heard of the book I say this becuase he was very bothered in the text it states 'The old black man looked quicklt away..... its not a very good book his voice was lower than it had been. You wouldnt be interested' thats an event that happends becuase of her curiosity"). Another text-based example explains events surrounding her troubled dream in the concluding statement ("this shows another event that happends becuase of her curiosity becuase if it was not for the book I feel like she wouldnt of had this dream"). Expression of ideas is basic, and word choice is sometimes general. The response reflects partial understanding of the writing purpose.

Conventions: 1

The writing demonstrates inconsistent command of grade-level-appropriate conventions, including limited use of correct sentence structure as the second sentence is a run-on, and some text-based quotations in the response lack a necessary period or comma at the end (" 'You wouldnt be interested' thats an event that happends becuase of her curiosity"). Several spelling errors are present ("Carlos [Carol's]," "becuase," "quicklt [quickly]," "diffrent," "libary," "windw [window]," "chnage [change]," "remmembred," "happends"), as well as usage errors ("effected [affected]," "wouldnt of [wouldn't have]") and missing apostrophes ("thats," "its," "wouldnt"). Overall, the reader can understand the writer's thoughts.

Response 3

Carol's curiosity influences her to go to the library where she had her dream and go check out the book. Carol's curiosity also allows her to find the book and start to read it but something is wrong with the book, Carol is in disbelief.

Carol heads to the library after her dream last night to find the book but when she gets there it has a weird feeling but that doesn't stop her. When she finds the book and starts to read it something weird is happening with the book it's changing this puts her into shock. In paragraph 13 it states "Again Carol checked the number on the page, even looking at the numbers of the pages before and after the one she was reading. She was right the story had changed". (From 13). Based on the evidence shown she was so curious to find the book that she went to the library the next day to find the book. But that not all she also found out that the book had been changing from day to day.

Another way that Carol's curiosity had influences her to ask Mr. Linden about the book that he was reading. But at that moment an old black man acted weird when they brought up the book he was reading. On paragraph 17 it states "The old black man looked quickly away. For a long moment the room was engulfed in silence. In the distance, barely audible, the gentle lapping of the low tide on gravelled shore came rhythmically. "It's not a very good book". (From 17). Based on the text evidence shown the man started to act super weird when they brought up the book that Mr. Linden was reading. The man told him that the book was not good and in the distance the sound of ocean waves was here also, if Carol's curiosity to ask that question never kicked in that weird encounter would have never happened.

Carol's curiosity was so strong that she went to the library without her mom, she was so curious to see that book that she could not even wait for her mom to get healthy for her sickness. On paragraph 6 "The next time they were supposed to visit Mr. Linden, Carol's mother was sick." "Now that her mother knew more about Mr. Linden, she was fine to let Carol go by herself.". (From p6)

Based on the evidence shown she has so hyperfocused to find the book from her dream she went to the library without her mom, which was the first time she had ever gone by herself.

To indulge Carol's curiosity brings her to the library just to explore the thoughts in her dreams that are in her mind. She just wants to learn more about the library and its books with Mr. Linden because she has a passion for reading and her brain and curiosity take over her when she is in the library.

Organization and Development of Ideas: 3

The writer presents the clear thesis that “Carol’s curiosity bring her to the liberty just to explore the thoughts in her dreams that are in her mind” in the final paragraph. The focus is consistent throughout the writing, creating a response that is unified and consistent. A purposeful structure that includes an effective introduction and conclusion is evident. The sentences, paragraphs, and ideas are connected in purposeful ways, and the response includes multiple examples of relevant text-based evidence that is explained and consistently supports the thesis (“Carol’s curiosity was so strong that she when to the library without her mom, she was so cersou to see that book that she could not even wait from her mom to get healthy for her sickness. On paragraph 6 ‘The next time they were supposed to visit Mr.Linden, Carol’s mother was sick.’ ‘Now that her mother knew more about Mr. Linden, she was fine to let carol go by herself.’. [From p6]”). Evidence is specific and well-chosen. Almost all sentences and phrases are effectively crafted to convey the writer’s ideas and contribute to the quality of the response and the clarity of the message. Overall, the response represents a thorough understanding of the writing purpose.

Conventions: 0

The writing demonstrates little to no command of grade-level-appropriate conventions. The response contains errors in word usage and sentence construction (“But that not all she also found out that the book had been changing”; “Another way that Carol’s curiosity had influences her to ask Mr. Linden about the book that he was reading”). There is incorrect and missing punctuation throughout the response (“Carol is curisoity,” “Carol’s heads to the libery,” “Based on the evdicedn shown she has so hyperfouced”). In addition, there are many spelling errors (“somthing,” “libery,” “wired [weird],” “curiosu [curious],” “evdicedn,” “nevery,” “paston [passion],” “brian [brain]”). 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

Carol's curiosity influenced the story by propelling her to satisfy it. She wanted the answer to the mystery, which gave her motives to do certain actions that might lead to interesting results.

To satisfy her curiosity, Carol went back to Mr. Linden's library to find answers. She thought about asking Mr. Linden directly about the special book, and decided to look through it before hand. Her curiosity led to the actions of finding and checking the book. In a cause and effect sequence, she asked Mr. Linden about the special book and caused Mr. Linden to act uncomfortable. This further moved the plot as Carol appears to cause a change in his demeanor and add to the mysteries surrounding the special book.

In the story, Carol's curiosity gave the story a mystery and influenced the characters' relationships and actions.

Organization and Development of Ideas: 2

The writer presents the thesis that "Carol's curiosity influenced the story by propelling her to satisfy it." The writer includes a purposeful structure that includes an introduction that develops the thesis ("She wanted the answer to the mystery, which gave her motives to do certain actions that might lead to interesting results"). A conclusion is evident ("In the story, Carol's curiosity gave the story a mystery and influenced the characters' relationships and actions"). Organization is consistent and supported by sentence-to-sentence connections ("To satisfy her curiosity," "In a cause and effect sequence," "This further moved the plot as"). Text-based evidence to support the thesis is relevant but limited ("She thought about asking Mr. Linden directly about the special book, and decided to look through it before hand. Her curiosity led to the actions of finding and checking the book"). Word choice is specific ("propelling," "motives," "cause and effect," "demeanor"), which contributes to the clarity of the message. Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 2

The writing demonstrates consistent command of grade-level-appropriate conventions, including correct sentence construction, punctuation, capitalization, grammar, and spelling. Some of the sentences show complexity by merging independent with dependent clauses or phrases using appropriate and meaningful conjunctions ("This further moved the plot as Carol appears to cause a change in his demeanor and add to the mysteries surrounding the special book"). The response has few errors, and these errors do not impact the clarity of the writing.

Response 2

Curiosity can add a lot a story, it could even change the whole plot. I believe Carols curiosity influnced the events of the story by adding suspence and making her go to actully get the book.

The story had a more eventful outcome due to the suspence. This is because in the story after dreaming about the book she decided against telling her mom because "there were no mysterys in the real world." and she found this a mystery. This sparked her curiosity about the book. And it made it more suspenseful to the reader because they don't know what shes going to do about it. This is due to the fact that it was, "her mysterty, and she rather enjoyed the curioseness of it all."

When watchig a scary movie and you get that "dont go in" there chill, that happens because in the story/ movie the main charter has curisoty. In this story Carol decides to go into the libray all alone at nght to see if the book she dreamed about actully existed. Then she crept through the sighlet dark libray to find it just the way it was in her dream. The story says, "first she had to get her hands on the book that awaited her."

I believe in the excerpt the main charter, Carol, influnced the events in the story by, not telling her mom about her dream and just going to check out the book insted of asking.

Organization and Development of Ideas: 3

The writer presents the thesis that "I believe Carols curiosity influnced the events of the story by adding suspence and making her go to actully get the book." Focus is consistent throughout, creating a response that is unified and easy to follow. A purposeful structure that includes an effective introduction and conclusion and organized paragraphs is evident. Transitional words and phrases promote progression and sentence-to-sentence connections ("This is because," "This sparked her curiosity," "In this story," "Then she crept"). Original insight using descriptive examples enhances ideas ("When watchig a scary movie and you get that 'dont go in' there chill, that happens because in the story/ movie the main charter has curisoty"). Relevant text-based evidence along with personal commentary support the development of the thesis ("The story had a more eventful outcome due to the suspence. This is because in the story after dreaming about the book she decided against telling her mom because 'there were no mysterys in the real world.' and she found this a mystery. This sparked her curiosity about the book. And it made it more suspenseful to the reader because they don't know what shes going to do about it"). Expression of ideas is clear and effective. The response reflects a thorough understanding of the writing purpose.

Conventions: 1

The writing demonstrates inconsistent command of grade-level-appropriate conventions. One run-on sentence caused by a comma splice is present in the first sentence ("Curiosity can add a lot [to] a story, it could even change the whole plot"). An error in the plural form ("mysterys [mysteries]"), several errors in spelling ("influnced," "suspence," "actully," "aginst," "mysterty," "watchig," "charter [character]," "curisoty," "exsisted," "sighlet [silent]," "libray," "insted"), and incorrect punctuation ("Carols [Carol's]," "dont") are present, but the reader can understand the writer's thoughts.

Score Point 5

Response 1

Carol's curiosity influences the story because it made her really want to figure out the secrets of the book, and if it actually was changing and being manipulated. If she was not curious about the book's ending, it would've resulted in her not finding about what truly is happening to the book's ending, and that she would assume that she was just dreaming.

This is shown in paragraph 4 when it quotes, "Carol was dreamt of sitting in Mr. Linden's library, questioning him about his life and all the books in the library. Then she awoke and lay in the darkness of her room, thinking of the book on the window seat and how she must have allowed her imagination or some random thought to change the way she remembered the page," and in paragraph 5, "All things made sense. There were no mysteries in the real world. She thought of mentioning the book to her mother but decided against it. It was her mystery, and she rather enjoyed the curiousness of it all."

This evidence supports my answer because her thoughts and curiousness on the book made her dream about it. She was very confused and was laying down thinking that she was being mistaken and that some random thought was manipulating her mind. This small event was one example of how she started to become curious about the book. The second piece of evidence also supports my claim because she was enjoying being curious about it, and that all things were supposed to make sense, but for some reason it was different. She wants to figure out her mystery and even decided to not tell her mother.

Organization and Development of Ideas: 3

The writer presents the clear and identifiable thesis that "Carol's curiosity influences the story because it made her really want to figure out the secrets of the book, and if it actually was changing and being manipulated." The writer continues to strengthen the thesis by including an effective introduction that summarizes the overall ideas of the essay ("If she was not curious about the book's ending, it would've resulted in her not finding about what truly is happening to the book's ending, and that she would assume that she was just dreaming"). Focus remains consistent throughout as the writer describes the events that support the thesis and includes relevant evidence with quoted text and explanation ("her thoughts and curiousness on the book made her dream about it. She was very confused and was laying down thinking that she was being mistaken and that some random thought was manipulating her mind"). Sentences are effectively crafted to contribute to the overall clarity of the writer's thoughts ("This small event was one example of how she started to become curious about the book. . . . because she was enjoying being curious about it, and that all things were supposed to make sense, but for some reason it was different"). Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writing demonstrates consistent command of grade-level-appropriate conventions. The response has few errors ("truly [truly]," "was dreamt [dreamt]"), and they do not impact the clarity of the writing.

Response 2

In "Mr. Linden's Library", Carol's curiosity influences the story's events in many ways. If Carol had not been curious, she wouldn't have gone back to the library or asked Mr. Linden about the book. Therefore, making the story completely different.

Carol's curiosity throughout the story drove her to go back to the library after she thought her book's ending had changed. For example, the text in paragraph 7 says "As she made her first trip alone to Mr. Linden's house, turning aside from the wind that rippled the bay, Carol thought about asking him directly about the book." Her curiosity was so bad that she went all the way back to the library by herself. If she had just ignored the book's ending, then she wouldn't have ended up going back to figure out the mystery. Then she also wouldn't have figured out that the ending really did change. Clearly, her going back to the library is a result of her curiosity.

Another event that was influenced by Carol's curiosity was her asking Mr. Linden about his book. In paragraph 16, Carol asked "What are you reading?" If someone isn't interested or curious about a certain subject, then they wouldn't ask about it. However, she was curious so she asked which resulted in Mr. Linden acting strange and secretive. Mr. Linden being secretive wouldn't have happened if Carol didn't ask, which further proves that her curiosity influences many events in the story. Without her curiosity, the story would be completely different, just like the ending of her book in the story.

In conclusion, Carol's curiosity influences the events in the story heavily and the story wouldn't be the same without that trait of hers.

Organization and Development of Ideas: 3

The writer states the thesis in paragraph two ("Carol's curiosity throughout the story drove her to go back to the library after she thought her book's ending had changed") and expands upon it in paragraph three ("Another event that was influenced by Carol's curiosity was her asking Mr. Linden about his book"). A purposeful structure that includes an effective introduction and conclusion is evident. Organization is effective, as each paragraph includes relevant text-based evidence that is explained and consistently supports and develops the thesis ("In paragraph 16, Carol asked 'What are you reading?' If someone isn't interested or curious about a certain subject, then they wouldn't ask about it. However, she was curious so she asked which resulted in Mr. Linden acting strange and secretive"). Sentences are logically connected in purposeful ways through the use of meaningful transition words and phrases ("If Carol had not been curious"; "Therefore"; "For example"; "Then she also"; "Another event"; "In conclusion"), creating a smooth progression of ideas. Expression of ideas is clear and effective. The response represents a thorough understanding of the writing purpose.

Conventions: 2

The writing demonstrates consistent command of grade-level-appropriate conventions, including correct sentence construction, as the writer regularly employs complex structures joining independent and dependent clauses ("If she had just ignored the book's ending, then she wouldn't have ended up going back to figure out the mystery"). Consistently correct punctuation, capitalization, and grammar enhance clarity. A few spelling errors ("curios," "completley," "influenced," "intrested") are minor and do not impact the clarity of the writing.

Condition Code: Off Topic

During the scoring process, the Automatic 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

in 1946 at the beginning of the broadcast era.the federal rules of criminal are banning. photographs or recording and showing criminal trials in federal court those who support the ban argued that lawyers would to behave or perform in a particular. why for approval by showing off this behavior would changes the serious atmosphere of the courtroom ban supporters worriedthat the persons being accused

Response 2

i feel like if it was not for chanutes remarkable things he found out himself, they (as in the wright brothers) wouldnt have done what they did after chanutes death.

By the late 1800s most flight experiments were manly using models of "airplanes" But Lillienthal trthought it ws a mislead and said tp chnage it up and start trying "gliders"

from here i would say he at first would just look into this as just a hobby but once he had more knowlage he started becoming more facintaed in this area. He knew so much that he put it all into a book. Called -Progress in flying Machines.

i feel like here the infromation is being oraganized is so that we can understand. As well as so that we can slowly build on the information being given to us.

its basically talking about how they came some what togther because lillithael stated that he didnt belive that the way some people were looking at concring the air as he said was by starting with "airplane" models but that they should start with " man-carring gliders" and Chanute agreed with him i think here this paragraph is relevent because they both came togther and wroked with Chanutes knowlage and Lillienthal both worked togther by lake michigan .

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

Passage 1: Cameras in the Courtroom

- 1 Even though cameras are everywhere these days, they are currently not allowed in many federal courtrooms. This includes the Supreme Court. Justice Elena Kagan has warned that if having cameras in the courtroom “came at the expense of the way the institution functioned, that would be a very bad bargain.” Whether cameras should be in courtrooms is a long and ongoing debate.
- 2 In 1946, at the dawn of the broadcast era, the Federal Rules of Criminal Procedure banned photographs or broadcast media coverage of criminal trials in federal court. Those who supported the ban argued that lawyers would play to the cameras by showing off. This behavior would disrupt the serious atmosphere of the courtroom. Ban supporters worried that defendants would get nervous and look untrustworthy. They feared that witnesses and jurors would be distracted. All these factors could deny the defendant a fair trial.
- 3 The Judicial Conference of the United States makes policy for federal courts. In 1972 it expanded the ban to apply to both criminal and civil cases. But, in 1990, the Judicial Conference agreed to a limited test of the idea. It allowed electronic media to record federal civil proceedings in eight courtrooms for three years. Supporters of the program argued that cameras would allow the public to see that justice was being served. In the end, the Judicial Conference decided that some participants may find cameras intimidating. It stood by the ban.
- 4 However, a second pilot study ran from 2011 to 2015. As a result, five federal courts now allow video cameras in limited instances in civil cases. Supporters of cameras in federal courtrooms keep pushing to expand that number. Since 2005, members of Congress have introduced at least nine “Sunshine in the Courtroom” bills. The latest bipartisan measure was introduced in 2021. It would allow judges in all federal courts the discretion to permit electronic media coverage while safeguarding due process and privacy.
- 5 It is unclear where the majority of federal judges stand on cameras in the courtroom. The Congressional Research Service notes in a 2019 report that as a group, federal judges have not been asked their opinion on the matter. But over the years, the focus on journalists with cameras has shifted. Advocates have suggested that the courts themselves take control of the electronic media and post video online. Many state courts, most of which allow cameras in the courtroom in some form, take this approach. Lower federal courts do as well. In addition, transcripts and audio often may be purchased through PACER. This is the online records system for federal courts. These developments have greatly expanded public access to federal court proceedings.

Grade 8 Reading Short Constructed Response

Prompt

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

Based on the information in paragraphs 2 through 4 of the article “Cameras in the Courtroom,” what is the most likely reason the Judicial Conference began to allow cameras in courtrooms after 2015? Support your answer with evidence from the article.

Item-Specific Rubric

Score: 2

Exemplar:

A complete response may include, but is not limited to, one of the following responses about what is the most likely reason the Judicial Conference began to allow cameras in courtrooms after 2015:

- While the author never explicitly shares the results of the second pilot study, it probably revealed that cameras did not deny a defendant a fair trial. If the Judicial Conference’s objections to cameras had been because of fears of disruptions and concerns about intimidation, then it is likely the second pilot study did not support these concerns. Rather, the study likely reveals that cameras were neither disruptive nor intimidating.
- The Judicial Conference may have thought that granting the public more access to court proceedings could start with civil cases. Studies likely showed that cameras did not put a defendant at risk of being denied a fair trial when minor disputes were being settled.

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:

- *Those who supported the ban argued that lawyers would play to the cameras by showing off. This behavior would disrupt the serious atmosphere of the courtroom. Ban supporters worried that defendants would get nervous and look untrustworthy. They feared that witnesses and jurors would be distracted.* (paragraph 2)
- [1990 study] *In the end, the Judicial Conference decided that some participants may find cameras intimidating.* (paragraph 3)
- [Study from 2011 to 2015] *As a result, five federal courts now allow video cameras in limited instances in civil cases.* (paragraph 4)

Evidence is accurately used to support the response.

The response and the evidence to support it are based on the text.

Grade 8 Reading Language Arts
Constructed-Response Scoring Guide

Score: 1

Partial Credit

A partial response may include one of the answers expected in the complete response. However, the evidence included does not support the answer stated, or no evidence is provided.

A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer about what is the most likely reason the Judicial Conference began to allow cameras in courtrooms after 2015.

Score: 0

No Credit

- The response is incorrect.
- The response is not based on the text.
- No response is provided.

Sample Student Responses

Score Point 0

Response 1

As long as cmeras were kept hiiden awqy the people in the courst were alowed to have them.

In this response, the writer does not accurately state a reason the Judicial Conference began to allow cameras in courtrooms after 2015, and the idea of “As long as cmeras were kept hiiden awqy the people in the courst were alowed to have them” is not found in the article. In addition, no relevant evidence is provided from the article.

Response 2

Camaras could catch if something went wrong or bad

In this response, the writer does not accurately state a reason the Judicial Conference began to allow cameras in courtrooms after 2015 (“Camaras could catch if something went wrong or bad”), and no relevant evidence from the article is provided.

Response 3

the allowed cameras in court room so they can use evidence and make sure no one tries anything or something weird.

In this response, the writer does not accurately state a reason the Judicial Conference began to allow cameras in courtrooms after 2015 (“the allowed cameras in court room so they can use evidence and make sure no one tries anything or something weird”), and no relevant evidence from the article is provided.

Response 4

They allowed camras in the court room because it couls show the peoples behavior .

In this response, the writer does not accurately state a reason the Judicial Conference began to allow cameras in courtrooms after 2015. Although the second paragraph mentions the behavior of lawyers in front of the cameras, the response is too vague. In addition, no relevant evidence from the article is provided.

Score Point 1

Response 1

A second pilot study ran and had more court room have cameras in them, they are hoping to expand the number.

In this partial response, the writer paraphrases relevant text evidence (“A second pilot study ran and had more court room have cameras in them, they are hoping to expand the number”); however, the writer does not accurately state a reason the Judicial Conference began to allow cameras in courtrooms after 2015.

Response 2

“it would allow judges in all federal court the discretion to permit electronic media coverage while safe gurding due process and privacy.”

In this partial response, the writer cites relevant evidence from the article (“it would allow judges in all federal court the discretion to permit electronic media coverage while safe gurding due process and privacy”) but does not accurately state a reason the Judicial Conference began to allow cameras in courtrooms after 2015.

Response 3

The reason the Judicial Conference began to allow cameras was that they wanted to show the public that justice was being served, as shown in paragraph 3.

In this partial response, the writer accurately states a reason the Judicial Conference began to allow cameras in courtrooms after 2015 (“they wanted to show the public that justice was being served”). As supporting evidence from the article, the writer indicates “as shown in paragraph 3” but does not cite or paraphrase relevant supporting evidence from paragraph 3. A complete response includes evidence cited or paraphrased from the article.

Response 4

The most likely reason that the Judicial Confrence began to allow cameras in courtrooms after 2015 is for example in paragraphs four it talks about how a second pilot study ran from 2011 to 2015 and as a result, five federal courts started to allow video cameras in limited instances in civil cases.

In this partial response, the writer paraphrases relevant text evidence (“a second pilot study ran from 2011 to 2015 and as a result, five federal courts started to allow video cameras in limited instances in civil cases”). The writer does not accurately state a reason the Judicial Conference began to allow cameras in courtrooms after 2015.

Score Point 2

Response 1

The most likely reason the Judicial Conference began to allow cameras is so that people could see justice was being served. In the passage it says, "supporters of the program argued that cameras would allow the public to see that justice was being served."

In this complete response, the writer accurately states a reason the Judicial Conference began to allow cameras in courtrooms after 2015 ("so that people could see justice was being served") and cites relevant supporting evidence from the article ("supporters of the program argued that cameras would allow the public to see that justice was being served").

Response 2

The reason the judicial conference began to allow cameras in courtroom after 2015 is because the test they ran from 2011 to 2015 must have gone well if it didn't they would have not allowed more cameras in the courtroom. "As a result, five federal courts now allow video cameras in limited instances in civil cases."(paragraph 4)

In this complete response, the writer accurately states a reason the Judicial Conference began to allow cameras in courtrooms after 2015 ("because the test they ran from 2011 to 2015 must have gone well if it didn't they would have not allowed more cameras in the courtroom") and cites relevant supporting text from the article ("As a result, five federal courts now allow video cameras in limited instances in civil cases").

Response 3

In the passage "Cameras in the Courtroom", the most likely reason the Judicial Conference began to allow cameras in courtrooms after 2015 is because the second pilot study probably went well. As a result of the second pilot, five federal courts allow cameras. Not only that, since 2005, Congress has introduced at least nine "Sunshine in the Courtroom" bills.

In this complete response, the writer accurately states a reason the Judicial Conference began to allow cameras in courtrooms after 2015 ("because the second pilot study probably went well") and paraphrases relevant supporting evidence from the article ("As a result of the second pilot, five federal courts allow cameras. Not only that, since 2005, Congress has introduced at least nine 'Sunshine in the Courtroom' bills").

Response 4

I think the most likely reason the Judicial Conference began allowing cameras in courtrooms is because it allowed the public to be shown that justice is being served. This means that the court is being fair to everyone and people whom have done bad things are getting the right treatment for it. It says this is paragraph 3 where it says "Supporters of the program argued that cameras would allow the public to see that justice was being served."

In this complete response, the writer accurately states a reason the Judicial Conference began to allow cameras in courtrooms after 2015 ("it allowed the public to be shown that justice is being served. This means that the court is being fair to everyone and people whom have done bad things are getting the right treatment for it"). The writer then cites relevant supporting text ("Supporters of the program argued that cameras would allow the public to see that justice was being served").

Grade 8 Writing Short Constructed Response

Grade 8 Writing Short Constructed Response

Passage: "The Painters of Paradise"

Original Paragraph:

(22) Frederic Church was a student of Cole's. (23) He painted Niagara Falls and later headed to South America in search of stunning vistas. (24) Susie Barstow loved to climb mountains, one of several female artists in the Hudson River School. (25) Her work captured the beauty of the Appalachian and White Mountain ranges. (26) Albert Bierstadt became known for his large-scale paintings of the American West. (27) He painted Yosemite Valley, the Sierra Nevada Mountains, and other awe-inspiring sights.

Prompt

Sentence 24 needs to be revised. In the space provided, rewrite sentence 24 in a clear and effective way.

Item-Specific Rubric

Score: 1

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

Score: 0

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

Sample Student Responses

Score Point 0

Response 1

Susie Barstow is one of the several female artists in the Hudson River School.

The writer does not express the ideas in a clear and effective way. This response lacks crucial information (“loved to climb mountains”) from the original sentence.

Response 2

Susie Barstow loved to climb mountains, with her hobby and her artistic skills she was able to create beautiful mountain landscape paintings.

In this response, the writer does not express the ideas in a clear and effective way. The writer attempts to add information from sentence 25 but omits important ideas from the second half of sentence 24 (“one of several female artists in the Hudson River School”).

Response 3

Susi Barstow was one of several female artists in the Hudson River School, loved to climb mountains.

The writer does not express the ideas in a clear and effective way. The response moves the information (“loved to climb mountains”) to the end of the sentence. However, this revision is ineffective because it is unclear what this verb phrase is referring to.

Response 4

Susie Barstow loved climbing mountains, one of many hobbies that she has.

In this response, the writer does not express the ideas in a clear and effective way. The writer includes information about “one of many hobbies that she has,” but fails to incorporate the key ideas from the original sentence, such as “one of several female artists in the Hudson River School.”

Score Point 1

Response 1

Susie Barstow loved to climb mountains. She was one of several female artists in the Hudson River School.

In this response, the writer expresses the ideas in a clear and effective way. The writer creates two sentences that accurately include all the significant ideas from the original sentence. Note that nothing in the prompt precludes a student response in the form of two independent sentences.

Response 2

One of the female artists in the Hudson River School, Susie Barstow, loved to climb mountains.

This response is a complete sentence that expresses the ideas in a clear and effective way. The writer places the appositive phrase "Susie Barstow" after the noun phrase ("One of the female artists in the Hudson River School") to provide additional information about one of the female artists.

Response 3

1. Susie Barstow loved to climb mountains, And she was one of the several female artists in the Hudson River School.

This response is a complete sentence that expresses the ideas in a clear and effective way. By inserting the conjunction "And" after the comma and adding the phrase "she was," the writer effectively clarifies Susie Barstow as one of the female artists in the Hudson River School.

Response 4

Susie Barstow, one of several female artists that attended the Hudson River School, had a passion for climbing mountains.

This response is a complete sentence that expresses the ideas in a clear and effective way. The writer moves the end of the sentence toward the beginning to help clarify "Susie Barstow." In addition, the phrase "loved to" is changed to "had a passion for." This word choice is acceptable because the synonym does not alter the meaning of the original idea.