



Grade 4 Reading Language Arts

Constructed-Response Scoring Guide

Spring 2025

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 4 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 4 Reading
Passage with Extended
Constructed Response and
Short Constructed Response**

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

Passage 1:
Cultural Cooking Connections

- 1 Many people can think of foods that taste like home. For many, food is at the center of their family and culture. Foods connect people with their neighbors, even their ancestors. Making a meal the way it was made in the past is a meaningful experience to many.
- 2 For chef Enrique Olvera, preparing food is very important. As a kid, Olvera spent time in his grandmother's bakeshop in Mexico City. He has fond memories of working with his grandmother to turn masa¹ into handmade tortillas. Food author Samin Nosrat says making bread with your hands is a mindful experience. She mentions turning the dough, feeling the wetness. "That kind of stuff, to me, is what makes us human."
- 3 Olvera is not alone in his respect for tradition. The mortar and pestle is common around the world. The tool has been around for thousands of years. You place ingredients in a bowl and grind them with a tiny club. And it is used in high-end restaurants such as Osteria Mozza in Los Angeles. Chefs claim that simple tools like a mortar and pestle blend flavors in ways modern technology can't. But beyond flavor balance, chef Nancy Silverton places the importance on feelings. She says, "I just feel like I taste the care, you know?"
- 4 Olvera remembers his grandmother's belief that salsa from a blender tastes like electricity. For salsa, Olvera first softens the vegetables over heat. Then he smashes the vegetables using a heavy bowl made from volcanic rock. Olvera has plenty of formal chef training. But making Mexican food involves different teachings. In his grandmother's shop, Olvera learned lessons of care.
- 5 Cooking and relationships go hand in hand. Lauren Sklba lives in Colorado but her family is in Wisconsin. When she couldn't travel for Thanksgiving, she dug out her great-grandmother's recipe to whip up a family favorite on her own. "I had no idea if I was actually doing it right, but then it turned out great," Sklba says. Using an old recipe didn't just give Sklba a great meal. It also connected her to her family.

¹Masa is a dough made from ground corn and water.

Passage 2: Tradition with a Twist

- 1 Discovering new ways to cook classic foods is nothing new. Some changes to cooking **techniques** make cooking more convenient. Other changes reflect how connected different people and cultures are in the world today.
- 2 Many recipes are passed down in a family or culture over time. People learn to cook from parents or grandparents. Today people also have access to recipes and how-to videos on the internet. When this information is shared, people come up with new ideas for old dishes.
- 3 Professional chefs also use new and old cooking methods. One chef is Sedjro Ahouansou in the West African country Benin. He cooks classic **Beninese** dishes from his childhood but gives them a twist. At his restaurant Chill N Grill, he transforms a Beninese dish called **piron** into a Japanese-style dessert. The goal is to show that Beninese food can be quality restaurant food.
- 4 Other chefs similar to Ahouansou hope the new recipes will get people excited about traditional dishes. Chef Valerie Vinakpon cooks Beninese dishes, but presents them in new ways. Chefs like Vinakpon use traditional **ingredients**. But with them they let their imaginations unfold. And they get their food from local farmers. With these restaurants, people spend more on local communities. Everyone wins.
- 5 Some are shocked by the changes. Vinakpon recalls, "They ask me, 'Why would you present our dish differently? Why would you touch what's traditional, what's historic?'" But she pushes through the doubts. She sees the positive change that her restaurant is making. And she is determined to continue.

Pronunciation Guide

techniques	tek-NEEKs
Beninese	ben-in-EASE
piron	pea-RONE
ingredients	uhn-GREE-dee-uhnts

Grade 4 Reading Extended Constructed Response

Prompt

Read the article “Cultural Cooking Connections” and the selection “Tradition with a Twist.” Based on the information in both selections, write a response to the following:

Explain whether or not people should make changes to traditional dishes.

Write a well-organized argumentative essay that uses specific evidence from the selections to support your answer.

Remember to —

- clearly state your claim
- organize your writing
- develop your ideas in detail
- use facts and evidence from both selections in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

- review the selections
- plan your response
- write your response
- revise and edit your response

Write your response in the box provided.

Grade 4 Reading Passage with Extended Constructed Response

Argumentative/Opinion Writing Rubric

Score Point	Organization and Development of Ideas
3	<ul style="list-style-type: none">• Argument/opinion is clear and fully developed The argument/opinion 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 argument/opinion. 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 argument/opinion. For pairs in grades 3-5, evidence is drawn from at least one text. 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">• Argument/opinion is present and partially developed An argument/opinion 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 be apparent, but it may not be consistent and may not always support the logical development of the argument/opinion. Sentence-to-sentence connections and clarity may be lacking.• Evidence is limited and may include some irrelevant information The response may include some text-based evidence to support the argument/opinion, but it may be insufficiently explained, and/or some evidence may be irrelevant to the argument/opinion. 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.

<p>1</p>	<ul style="list-style-type: none"> • Argument/opinion is evident but not developed An argument/opinion 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, 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. 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.
<p>0</p>	<ul style="list-style-type: none"> • An argument/opinion 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>
<p>Score Point</p>	<p>Conventions</p>
<p>2</p>	<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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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

The claim is people shend cultural cooking and in the text it said many people can think of foods that taste like home . and but making mexican food involoves different teachings. cooking and relationships go han in hand .

Organization and Development of Ideas: 0

In this response, the writer does not present a clear claim ("The claim is people shend cultural cooking"). There is no organizational structure or focus. The response also lacks purposeful development, as it consists of vague text references without a logical presentation. Furthermore, the expression of ideas is unclear in its meaning. Overall, the response reflects a lack of understanding of the writing purpose.

Conventions: 0

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

Response 2

Hello there! Do you want to learn about some storys that are called Cultural Cooking Connections and Tradition with a Twist? Well to bad because im telling you anyway, In tradition with a twist it talks about how you can kind of change traditional resips while in Cutural cooking connections it talks about how its better to follow the family tradition. In pg 3 of Cultural Cooking Connections it says "I just feel like I can tast the care , you know?" so I can infur that the food tastes really good. In pg 2 of Tradition with a twist it says "Many recipes are passed down in a family or culture." so I can infur that the resipy has been in the family for years. In pg 5 of Cultural cooking Connections it says "Using an old recipe didn't just give Sklba a great meal, It also connected her to her family." so I can infur she loves her family. And thats what happend in Cultural cooking connections and Tradition with a Twist! And hey mabye ask your parents if you have a traditional recipe.

Organization and Development of Ideas: 0

There is no claim evident in this response. Instead, the writer presents a brief summarization of both texts without choosing a side about whether changes should be made to traditional dishes. The writer attempts to develop the response by drawing inferences from cited text ("so I can infur that the food tastes really good"; "so I can infur that the resipy has been in the family for years"), but this development is ineffective since it does not support a relevant claim. 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

People sould make traitional dish's beacuse it can make them lern more about their cultuar or to show a new way to cook.

makeing new dishes and teach you how to make new things, and to lern about diffrent cultars. and it gives you the chance to try something new also to lern how make new things and you can make more types of things. in conculesion i think that people sould make traditinal dishes but can also make some parts of it a bit diffrent.

Organization and Development of Ideas: 1

In this response, the writer presents a clear claim ("People sould make traitional dish's"), but it is not developed appropriately in response to the writing task. The organizational structure includes a brief introduction and conclusion but does not always logically support the development of the claim. The response moves quickly from one idea to the next, lacking focus. Evidence is repetitious and insufficiently explained ("and [can] teach you how to make new things . . . lern about diffrent cultars. . . . try something new . . . lern how make new things and you can make more types of things"). The expression of ideas is vague, which impedes the quality and clarity of the writing. Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. Sentence construction throughout the response is affected by grammatical errors and a lack of proper punctuation ("makeing new dishes and teach you how to make new things. . . . the chance to try something new also to lern how make new things"). Errors in capitalization ("makeing new dishes," "in conculesion") and spelling ("sould," "dish's," "lern," "traditinal," "diffrent") further weaken the response and impact the clarity of the writing and the reader's understanding of the writing.

Response 2

people should not make changes in the dishes because those dishes are traditional for cultures and changing them would be breaking the cultures dish and that is not traditional at all does dishes were not meant to be changed by people how just want to change it because the dont ike it o r just want to change it to just make ther owne kind of dish a exaple is that if you changed tortillas for another type of food like crab meat or hamburger that would be wrong.

Organization and Development of Ideas: 1

In this response, the writer presents a clear claim against making changes to traditional dishes ("people should not make changes in the dishes"), but it is not developed appropriately to the writing task. The organizational structure lacks a clear introduction and conclusion. The limited evidence presented is insufficiently explained ("dishes were not meant to be changed by people how just want to change it . . . to just make ther owne kind of dish . . . that would be wrong"). Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. There are errors in sentence construction due to the lack of punctuation, with only a period at the end of the response. There are capitalization errors and sentence boundary problems because of the lack of properly placed periods between sentences. Grammatical errors ("that is not traditional at all does dishes were not meant to be changed"; "a exaple") and misspellings ("does [those]," "how [who]," "the dont ike it," "owne") are evident. 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

People should make changes to traditinal dishes because then they can have alittle taste of in there own way.I know this because in the article it said that Sedjro Ahouansou opens a resturunt that sells beninese dishes but adds a twist.This means that if you add a little twist you get your own taste along with from home.

Organization and Development of Ideas: 1

In this response, the writer presents a clear claim ("People should make changes to traditinal dishes"). The organizational structure is minimal: an introduction consisting of only the claim, limited use of transitional phrases ("I know this because," "This means that"), and an abrupt conclusion. The writer attempts to develop the response by paraphrasing some text-based evidence ("Sedjro Ahouansou opens a resturunt that sells beninese dishes but adds a twist"), but the details are too brief to adequately support the claim. The response reflects a limited understanding of the writing purpose.

Conventions: 1

The writer demonstrates inconsistent command of grade-level-appropriate conventions. The response exhibits generally correct punctuation. There are a few errors across other categories: capitalization ("beninese") and spelling ("traditinal," "resturunt," "dishes"). In addition, missing words are evident ("they can have alittle taste of in there own way"; "you get your own taste along with from home"). The response has several errors, but the reader can understand the writer's thoughts.

Response 2

Do you like it when people change a traditional dish ill tell you cuz people love it when its the same way

how it connects with peoples ancestor is maybe they like the food that their ancestor ate and they wont like it when people change the food in passage 1 paragraph 1 it says "foods connect with their neighbors event their ancestor

why people like the same way people make it is because if people change the food it might taste different in passage 2 paragraph 1 it says "other changes reflect how connected different people are

why people wont like when people change in to something new is people will think it will be nasty in passage 2 paragraph 1 it says " others changes reflect how connected different people are."

in conclusion i dont like when people change traditional food id cuz i love it.

Organization and Development of Ideas: 2

The introduction to this response awkwardly presents the claim against making changes to traditional dishes ("Do you like it when people change a traditional dish ill tell you cuz people love it when its the same way"). A brief conclusion is present. The writer's position to discourage changes to traditional dishes is consistent, but the organization of ideas is limited. Topic sentences are present ("how it connects with peoples ancestor"; "why people like the same way people make it"), though a lack of transitions makes the thoughts difficult to follow. The writer presents text-based evidence to support the claim; however, one less relevant example is cited twice without additional explanation. Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. The response lacks a majority of the required punctuation, and there are sentence construction errors throughout the writing. As a result, the writer's ideas are often difficult to follow. Errors in capitalization ("why people like the same way," "in conclusion," "i love it") and spelling ("id cuz") further weaken the response and impact the clarity of the writing and the reader's understanding of the writing.

Score Point 3

Response 1

People should make changes to traditional dishes. In the passage it says, "Some changes to cooking techniques make cooking more convenient. having better foods are tastier. In the parragraph it says, "Other changes reflect how connected different people and cultures are in the would today." Other changes can make food better and some people love new foods and they can connect different people. As you can see people should make changes to traditional dishes.

Organization and Development of Ideas: 1

In this response, the writer presents a clear claim for making changes to traditional dishes ("People should make changes to traditional dishes"). However, the supporting ideas are not organized logically, and there are lapses in focus. The response moves back and forth between two ideas (food being better and food connecting people), making the writing difficult to follow. The cited text is not always relevant to the writer's ideas: "make cooking more convenient" jumps to "having better foods are tastier." Expression of ideas is limited, which weakens the clarity of the writing. Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 2

The writer demonstrates consistent command of grade-level-appropriate conventions. The response exhibits generally correct sentence construction, punctuation, capitalization, grammar, and spelling. Although the response is missing the closing quotation mark in the first text evidence and contains misspellings ("covenient," "would [world]"), the response has few errors, and these errors do not impact the clarity of the writing.

Response 2

I love the idea of changing the ingredients and looks of old dishes it's an amazing way to make a new dish by being creative. Passage two paragraph three is a perfect example, the chef Sedjro mixes Beninese with new styles. Vinakpon does something similar to Sedjro she recalls people saying "why would you present our dish differently?", "what's historic?" and even "why would you touch what's traditional?" but none of these comments stopped her. On this many people would say "old is gold" or something like that but sometimes new is what to do.

Organization and Development of Ideas: 2

In this response, the writer presents a clear claim for making changes to traditional dishes ("I love the idea of changing the ingredients and looks of old dishes"). The organizational structure is limited with a brief introduction, some evidence of transitional phrases ("Passage two paragraph three is a perfect example"), and a limited but appropriate conclusion, which enhances the response ("On this many people would say 'old is gold' or something like that but sometimes new is what to do"). The writer includes relevant text-based evidence to support the claim, but the writer's additional explanation is insufficient. Expression of ideas is somewhat general. Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 1

The writer demonstrates inconsistent command of grade-level-appropriate conventions. There are frequent errors across most categories: sentence construction is weak and includes a comma splice ("Passage two paragraph three is a perfect example, the chef Sedjro mixes . . ."), capitalization within quotes is missing, some commas are absent ("something like that but sometimes new is what to do"), and there are several spelling errors ("something similar," "differently"). The response has several errors, but the reader can understand the writer's thoughts.

Response 3

People should not make changes to their traditional dishes because, people should respect their traditional dishes either in family or culture, and many people can connect with different people like neighbors or ancestors with food, and making meals like people in the past use to make it is meaningfull to many people

People should respect their traditional dishes either in family or culture because, if you follow and resspect you're family tradition you will make memory's that you will never forget like if you see a recipe that you're grandmother made and you didn't know if you were doing it right it will connect you more to you're family the author mention "she dug out her greatgrandmothers recipe to whip up a family favorite on her own I had no idea if I was actually doing it right, but then it turned out great Sklba says. using an old recipe didn't just give slba a great meal It also connected her to her family."

Many people can connect with diffrent people like neighbors, and ancestors with food, because many people think of diffrent foods that remind them of there home, food is also the center or main part of culture's and, making meals the way that they were made in the past is meaningfull to most of the people that make it how it is suposed to be made the author metion "Food is at the center of their family and culture. foods connect people with their neighbors, even their ancestors. Making a meal the way it was in the past is a meaning full experience to many."

In conclusion people should not change their traditional dishes because poeple should folow and respect their family tradition and their culture because many poeple can connect with each other by sharing their tradition with others like neighbors and ancestors and most people that make dishes how they used to be made is a meaningfull experience to most of the people.

Organization and Development of Ideas: 3

In this response, the writer presents a fully developed claim against making changes to traditional dishes ("People should not make changes to their traditional dishes"). A purposeful structure that includes a clear introduction and conclusion is evident. Sentences and ideas are logically connected in highly effective ways through the use of the writer's observations ("if you follow and resspect you're family tradition you will make memory's that you will never forget like if you see a recipe that you're grandmother made and you didn't know if you were doing it right it will connect you"; "many people think of diffrent foods that remind them of there home"), which are clearly supported with relevant text-based evidence ("the author mention'she dug out her greatgrandmothers recipe to whip up a family favorite. . . . using an old recipe didn't just give slba a great meal It also connected her to her family' "; "Food is at the center of their family and culture. . . . Making a meal the way it was in the past is a meaning full experience to many"). The expression of ideas is clear, and most sentences are effectively crafted to convey the writer's ideas. Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. Incorrect sentence construction is present throughout the response such as missing capitalization at the beginning of sentences and a lack of proper punctuation. Most sentences are run-on sentences with either misplaced or missing commas, or they lack end punctuation ("Many people can connect with diffrent people like neighbors, and ancesters with food, because many people think of diffrent foods that remind them of there home, food is also the center or main part of culture's and"). In addition, there are numerous misspellings ("you're [your]," "diffrent," "there [their]," "suposed," "metion," "meaning full"). 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

I think people should make some changes to traditional dishes for a few reasons.

One reason I think changing traditional dishes is a good idea is because it gives the chef more ways to be creative. The text states, "Chefs like Vinakpon use traditional ingredients. But with them they let their imaginations unfold." This is important because, if they didn't let their imagination unfold the dish wouldn't be as exciting. The author clearly states, "Other chefs similar to Ahouansou hope the new recipes will get people excited about traditional dishes." This matters because, if the dish wasn't that exciting it wouldn't matter that much.

Another reason I think making changes is a fun idea is because, it brings out cultures and people. The Author explains, Discovering new foods is nothing new, changes reflect how connected people and cultures are in the world today. The text states, "At his restaurant Chill N Grill, he transforms a beninese dish into a Japanese style desert." This matters because transforming different dishes into other dishes is a cool way to show other cultures.

As readers can clearly see, it is a good idea to make some changes to traditional dishes.

Organization and Development of Ideas: 2

In this response, the writer presents a clear claim for making changes to traditional dishes ("I think people should make some changes to traditional dishes for a few reasons"). The organizational structure includes a brief introduction and conclusion. Ideas are connected ("One reason," "Another reason," "As readers can clearly see") and add clarity to the response. The writer includes text-based evidence to support the claim; however, the writer's explanation of the evidence is vague and at times repetitious ("if they didn't let their imagination unfold the dish wouldn't be as exciting"; "if the dish wasn't that exciting it wouldn't matter that much"). The writer's word choice is general and may not convey the writer's ideas clearly ("if the dish wasn't that exciting it wouldn't matter that much"; "a cool way to show other cultures"). Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 2

The writer demonstrates consistent command of grade-level-appropriate conventions. Sentence construction, punctuation, capitalization, grammar, and spelling are generally correct. There are a few extraneous commas, but this does not impact the clarity of the writing.

Response 2

I think shouldn't make changes to traditional recipes.

One reason I think we shouldn't make changes to traditional recipes is because is if it's a traditional recipe that's in your family or your hameland or both that's been passed down and down and,so on then why change them they should stay how they are. One piece of evidence from the text is,"Foods connect people with their neighbors, even their ancestors. Making a meal the way it was made in the past is a meaningful experience for many."

Another reason I think we shouldn't change traditional recipes is because even though every thing is so modern now we should still use the same tools our ancestors did to make the recipes instead of using modern technolgy. For example this piece of evidence,"Olvera remebers his grandmother's belif that salsa from a blender tastes like electricity," another piece of text evidence is,"Chefs claim that simple tools like a mortar or pestle blend falvors in ways modern technolgy can't."

My conclusion is that why change traditional recipes when it is part of our culture and life, I hope you understand my and statements.

Organization and Development of Ideas: 3

The writer presents a clear claim that "I think shouldn't make changes to traditional recipes." An organizational structure is evident and although the introduction and conclusion are brief, the writer logically connects ideas in purposeful and effective ways ("One reason," "One piece of evidence," "Another reason," "For example," "My conclusion"). The writer's explanations on the topic enhance the response and are supported with relevant examples of text-based evidence ("Making a meal the way it was made in the past is a meaningful experience for many"; "Olvera remebers his grandmother's belif that salsa from a blender tastes like electricity"; "Chefs claim that simple tools like a mortar or pestle blend falvors in ways modern technolgy can't"). Almost all sentences are crafted to convey the writer's ideas and contribute to the quality of the response. Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 1

The writer demonstrates inconsistent command of grade-level-appropriate conventions. The response exhibits generally correct capitalization. Errors in sentence construction include awkwardly formed sentences and run-ons ("One reason I think we shouldn't make changes . . . is if it's a traditional recipe . . . or both that's been passed down and down and,so on then why change them they should stay how they are"; "My conclusion is that why change traditional recipes when it is part of our culture and life, I hope you understand my and statements"). Other errors include missing commas, missing words ("I think shouldn't . . ."), and misspellings ("hameland," "technolgy," "remebers," "belif," "falvors"). The response has several errors, but the reader can understand the writer's thoughts.

Score Point 5

Response 1

I believe that people should change traditional dishes because it will bring a new idea based off of another wich might become world popular.

First, if we as humans, choose to keep our traditions the same, then we won't be able to show the world what can be done. As the second passage states, "The goal is to show that Beninese food can be quality resteraunt food." If you ask me, that's a pretty outstanding goal. You have to think outside the box from time to time.

Next, changing the way you do it can give you the same taste, but also make easier or faster. As passage 2 tells us, "Some changes to cooking techniques make cooking more convenient." For me, saving time *and* cooking will be amazing.

Lastly, changing both of those things at the same time can connect us to contries across the world! As the second article states, "Other changes reflect how connected different people and cultures are in the world today." And personaly, I would love to see two completly different cultures share a simalarity.

Organization and Development of Ideas: 3

The writer presents a clear claim for making changes to traditional dishes ("I believe that people should change traditional dishes because it will bring a new idea based off of another wich might become world popular"). An organizational structure is evident with a clear introduction. Ideas are logically connected to support the development of the claim ("First," "Next," "Lastly"). While there is no standalone conclusion, the final sentence functions as an appropriate closing. The response includes relevant text-based evidence that is clearly explained (" 'Beninese food can be quality resteraunt food.' If you ask me . . ."; " 'Some changes to cooking techniques make cooking more convenient.' For me, saving time *and* cooking will be amazing"; " 'Other changes reflect how connected different people and cultures are in the world today.' And personaly . . .") and consistently supports and develops the claim. The expression of ideas is clear and effective. Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates consistent command of grade-level-appropriate conventions. Sentence construction, punctuation, capitalization, grammar, and spelling are generally correct. There are misspellings ("resteraunt," "contries," "personaly," "completly," "simalarity"), but these errors do not impact the clarity of the writing.

Response 2

Destroy cultural and ancient recipies? No way! But they're not destroying the recipies, they're just adding and creating new ones for generations to come. In my opinion, changes should be allowed to be made to old recipies.

My first reason is that it can create new dishes that can be used for many years. Then, people could use those dishes to create new ones, and the cycle goes on with better and better recipies. I know this because in the text it says "She sees the positive change that her restaurant is making" this shows me that her dishes are becoming a succes. Even though there are haters out there that do not like changing old recipies, people still do it. I mean, haters gonna hate right? There's nothing we can do about it, exept ignore them and keep going.

My second reason is that it stretches your imagination far and pushes you to your limits. I know this because the text says "they let their imaginations unfold." That means to me that they like to change recipies to see what ingredients work for other foods. That will create more people liking the change. That will also create more succes in restaurants. Imagine this, all the restaurants with the same old dish, never changing or adding to the menu. Nobody would want to go there, right? so, the change is good.

To conclude, changes should be made to old recipies for various reasons.

Organization and Development of Ideas: 3

The writer presents a clear claim that "changes should be allowed to be made to old recipies." The writer includes an effective introduction, and a conclusion is evident. The organizational structure is effective, with all sentences, paragraphs, and ideas connected logically ("My first reason . . .," "My second reason . . .," "To conclude . . ."). The writer includes relevant text-based evidence ("She sees the positive change that her restaurant is making' "; " `they let their imaginations unfold") that is clearly explained and supports and develops the claim ("Even though there are haters out there that do not like changing old recipies, people still do it"; "There's nothing we can do about it, exept ignore them and keep going"; "That means to me that they like to change recipies to see what ingredients work for other foods. That will create more people liking the change. That will also create more succes in restaurants."). The writer includes phrases that effectively convey the writer's ideas ("cycle goes on," "stretches your imagination"). Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates consistent command of grade-level-appropriate conventions. Sentence constructions, punctuation, capitalization, grammar, and spelling are generally correct. The few spelling errors do not impact the clarity of the writing.

Condition Code: Off Topic

During the scoring process, the Automated Scoring Engine (ASE) assigns a “condition code” to student responses that are determined to be non-scorable by the ASE. The following student responses included language patterns that reflected an off-topic response and received the associated condition code. Responses that do not address the prompt receive a score of zero.

Response 1

my essay is about me becoming a bassket ball player its my dream thing i always play basket ball my dad played with me too hes good at basket ball so i wanna be like him playing bassket ball ive seen the nba its good i like how the nba play i wanna be popular and play its my dream

Response 2

Yes, why dont in the future robots just do dishes for you. and make stuff cheaper so people can live their best live with houses, new couches and ecpesially a kitchen for your robots to clean dishes in the dishwasher with a sink. and make your robots cook for you.

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

Year-Long Summer

- 1 In the high branches of an oak tree in a beautiful little nest lived Robin. Squirrel, her neighbor, lived in a cozy hollow near Robin's nest. Squirrel and Robin were great friends and spent their summer together.
- 2 Soon the days grew shorter and the air grew colder. Squirrel knew this meant she needed to start preparing for the cold winter. She worked hard adding more foliage to her nest. She spent days gathering nuts and seeds. Squirrel couldn't wait for hibernation, since she loved sleeping in her cozy hollow all winter and relaxing after the busy bustle of autumn.
- 3 Robin, on the other hand, could not stand the idea of hibernating. Even so, she worked alongside Squirrel, padding her nest and storing food.
- 4 "I wish summer would last all year," cried Robin.
- 5 "Why?" replied Squirrel. "Winter is a wonderful season."
- 6 "I dread winter," complained Robin. "It is freezing, and all the animals are asleep. I don't have anyone to keep me company."
- 7 "Why don't you sleep like the rest of us?" asked Squirrel.
- 8 "I can't stay asleep," replied Robin, "because once the light of morning reaches my nest, I wake up."
- 9 "You should winter in the hollow this year," replied Squirrel. "The light never reaches me."
- 10 So, Squirrel helped Robin move into the hollow. Soon autumn turned to winter and, just like winters in the past, Squirrel quickly fell asleep. The first night was restful for Robin, but in the morning she could sense the rising sun. Even though the hollow was dark, she awoke at dawn as usual.
- 11 "This will never do," she said to herself.
- 12 She thought about waking up Squirrel, but Squirrel looked so happy sleeping snugly in her corner of the hollow. Robin tried to go back to sleep, but sleep would not come. She wanted to sing her morning song, but she didn't want to wake up Squirrel. She started pacing around the hollow, trying desperately to think of a way to sleep.
- 13 Squirrel was not slumbering as soundly as usual. She loved her long nap, but she could hear Robin pacing to and fro and humming her morning song. Squirrel became annoyed.
- 14 "What are you doing?" asked Squirrel.
- 15 "Oh, I'm sorry, did I wake you?" asked Robin. "I just can't stay asleep. When the morning comes, I must get up. I don't think I can stay in the hollow all winter."

- 16 Squirrel and Robin tried to think of a solution. At first Robin considered going back to her nest, but all her leaves and twigs were in the hollow and snow blanketed the ground outside. Rebuilding it would be a tedious, frigid chore. Then Squirrel suggested that Robin feast on some of the nuts and seeds they had stored in the hollow. "Eating a lot always makes me tired," Squirrel said with a yawn.
- 17 Robin tried to stuff herself with the delicious food stores, but she could only eat a little bit at a time. "It's useless!" Robin cried. "I want to live where it is never winter!"
- 18 "That's it!" exclaimed Squirrel. "Your wings are strong. You can fly to where it's warm."
- 19 "But you are my friend. I can't leave you!" Robin gasped.
- 20 "I'll be sleeping all winter—you should fly south where it is warm, and in the spring, you can fly back here. I'll be awake by the time you get back, and we can have all summer together."
- 21 Robin considered Squirrel's idea, and thoughts of warmth filled her like rays from the sun. If she went south for winter, she could have summer year round, while Squirrel could hibernate in peace. "This is a wonderful idea," she said. "I will leave at once."



Grade 4 Reading Short Constructed Response

Prompt

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

What is the main problem in the story? Support your answer with evidence from the story.

Item-Specific Rubric

Score: 2

A complete response will provide one of the following explanations about the main problem in the story.

- Robin is struggling because she does not like hibernating.
- Robin is struggling because she does not like winter.

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:

- *Robin, on the other hand, could not stand the idea of hibernating.* (paragraph 3)
- *"I wish summer would last all year," cried Robin.* (paragraph 4)
- *"I dread winter," complained Robin. "It is freezing, and all the animals are asleep. I don't have anyone to keep me company."* (paragraph 6)

Evidence is accurately used to support the response.

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

Score: 1

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

A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer about the main problem in the story.

Score: 0

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

Sample Student Responses

Score Point 0

Response 1

squirrel and robin were great friends.

The writer states that “squirrel and robin were great friends.” The writer does not include an accurate answer about the main problem in the story, nor does the writer include relevant text evidence from the story.

Response 2

i tinhk this stoy is aubot that summer can last long

The writer states “that summer can last long.” The writer does not provide an accurate answer about the main problem in the story, nor does the writer include relevant text evidence from the story.

Response 3

The main problem of the story is, it is almost winter and Robin does not want to leave her friend. In paragraph 19 it says “But you are my friend. I can’t leave you!”

The writer states that “it is almost winter and Robin does not want to leave her friend.” This response provides a problem more linked to the resolution and not an explanation for the main problem surrounding the cold winter or hibernation. The text evidence is irrelevant and is not linked to the main problem.

Response 4

I’m going to explain what was the main problem. The main problem was that it was starting to get hot out said they did not know what to do so they started to get a lot of food so they won’t get hugery and they sleep for summer and that is how they solve the problem.

The writer states that “it was starting to get hot out,” which demonstrates a misunderstanding about the seasonal change to winter. This response is incorrect and does not include relevant text evidence from the story.

Score Point 1

Response 1

The problem is that robin dose not sleep thruogh winter.The text says "I can't stay,"replied robion".

The writer states that the problem is that "robin dose not sleep thruogh winter," which is an accurate answer. This response receives partial credit because the text evidence included does not support the answer stated.

Response 2

In paragraph 4 the athor says the robin wishes summer would last all year.

The writer does not include an accurate answer about the main problem in the story. However, the relevant text evidence from paragraph 4 ("robin wishes summer would last all year") receives credit in this partial response.

Response 3

The main problem in the story is that Robin cannot fall asleep. I know this because the story says " The first night was restful for Robin, but in the morning she could sence the rising sun. Even though the hollow was dark, she awoke at dawn as usual.

The writer states that "Robin cannot fall asleep," which does not include winter and would be considered vague. Therefore, this does not answer the main problem of the story. Text evidence from paragraph 10 is relevant (" The first night was restful for Robin, but . . . she could sence the rising sun. . . . she awoke at dawn as usual"). This response receives partial credit.

Response 4

The main problem in the story is robin can't sleep during the winter. I know because it says so in paragraph eight. And thats how I know that thats the main problem in the story.

The writer states that the main problem in the story is that "robin can't sleep during the winter." This answer is accurate. However, the text evidence is not stated and referenced only as "paragraph eight" in this partial response.

Score Point 2

Response 1

The main problem in the story is all the animals hibernate dering the winter,but bird doe not.In the taxt it states paragrah 8"I can't stay asleep,"replied Roben,"because once the light of morning reaches my nest,I wake up.

The writer states that the main problem in the story is that "all the animals hibernate dering the winter,but bird doe not," which is an accurate answer. This response includes relevant text evidence from the story ("I can't stay asleep . . . the light of morning reaches my nest,I wake up").

Response 2

The main problem in the story is that Robin hates winter and in the story it says"I dread winter," complained Robin."

The writer states that the main problem in the story is that "Robin hates winter," which is an accurate answer. This response includes relevant text evidence from paragraph 6 (" 'I dread winter,' complained Robin").

Response 3

I believe the problem of the story is Robin can't hibernate.
For instance in p8 it says "I can't stay asleep dering Winter." replied robin."
This shows me Robin can't stay asleep dering Winter.
I believe the conflict of the story is Robin can't stay asleep dering Winter.

The writer states that "Robin can't hibernate," which is an accurate answer. The response includes relevant supporting evidence from the story ("I can't stay asleep dering Winter").

Response 4

The main problem in the story is that Squirrel sleeps through winter but Robin doesn't and she does not like winter. I know this because in the story it says "I dread winter," complained Robin. "it is freezing, and all the animals are asleep. I don't have anyone to keep me company." This shows that the problem in the story is that the robin does not like winter and she has no one to keep her company.

The writer states that the main problem in the story is that "Squirrel sleeps through winter but Robin doesn't and she does not like winter." This response includes relevant text evidence from paragraph 6 ("I dread winter . . . it is freezing, and all the animals are asleep. I don't have anyone to keep me company").

Grade 4 Writing Short Constructed Response

Grade 4 Writing Short Constructed Response

Passage: "The Big Race"

Original Paragraph:

(32) About 20 minutes later, I finished the race. (33) My brother was by my side.
(34) We looked at each other and smiled broadly. (35) Then we quickly high-fived.
(36) We had finished a 5K! (37) And now I knew that I was finally ready to try out for the soccer team!

Prompt

Andy wants to combine the ideas in sentences 32 and 33. In the space provided, write a new sentence that combines these ideas in a clear and effective way.

Item-Specific Rubric

Score: 1

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

Score: 0

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

Sample Student Responses

Score Point 0

Response 1

About minutes later, I finished the race. And my brother was on my side!

This response does not combine the two sentences in a clear and effective way. The writer adds a conjunction ("And") to the second sentence. However, no other change is made, and the revision does not align to the task of combining sentences 32 and 33 into one clear and effective sentence.

Response 2

My brother was by my side, about 20 minutes later ,I finished the race

This response does not combine the two sentences in a clear and effective way. The writer reverses the sentence order and does not connect both ideas into one complete sentence. The comma inserted between the two sentences without an appropriate conjunction weakens the idea that the brother is by the writer's side when the race is over ("My brother was by my side, about 20 minutes later . . .") and results in an ineffective revision of the sentence.

Response 3

in 20 minutes They finished the race and his brother was on his side

This response does not combine the two sentences in a clear and effective way. The response is one complete sentence joined by a conjunction. However, the writer changes the point of view from first person to third person ("They," "his"). A change in point of view from the passage writing alters the meaning significantly, resulting in an ineffective sentence revision.

Response 4

His brother and his dad motivate hie to keep on going and 20 minutes later he finished rhe race dad & his brother was so proud of him.

The response does not combine the two sentences in a clear and effective way. The writer adds extra details to the revision ("His brother and his dad motivate hie to keep on going"; "dad & his brother was so proud of him"). These details significantly alter the original meaning. The spelling errors do not affect the score of this ineffective sentence revision.

Score Point 1

Response 1

20 minutes later I had finished The race but my brother was right ther with me.

The response combines the ideas in a clear and effective way with a conjunction ("but") to form a compound sentence. The writer omits the word "about" and adds "right ther with me" without significantly altering the original meaning. The missing comma before the conjunction in a compound sentence, the capitalization error, and the misspelling are editing errors that do not affect the score of this revising task.

Response 2

About 20 minutes later, I finished the race with my brother by my side.

The response effectively and clearly combines the ideas in one complete sentence. The writer concisely adds a preposition ("with") and removes the verb "was" for an appropriate revision.

Response 3

About 20 minutes later, I finished the race, while my brother was by my side.

The response combines the ideas in a clear and effective way with a conjunction ("while") to form a complete sentence and an appropriate revision that maintains the meaning of the original two sentences.

Response 4

20 minutes later, when i finished the race my brother was by my side. That is how you combine the sentence to make a complete sentence.

The response combines the ideas in a clear and effective way. The writer omits "About" and adds "when" in front of "i" to form a complex sentence with an appropriate revision that maintains the meaning of the original two sentences. The extraneous writing outside of the revision, the missing comma after "race," and the capitalization error ("i") are editing concerns that do not affect the score of this revising task.