



Grade 6

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 6 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 6 Reading Passage with Extended Constructed Response and Short Constructed Response

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

The Bat's Cave: A Dark City *by Joyce Markovics*

Bat Rush Hour

- 1 Just before the sun sets in South Central Texas, the summer sky comes alive. It's the time when Mexican free-tailed bats exit their home in Bracken Bat Cave. "For more than two hours they leave the cave and spiral higher and higher into the air," says biologist Gary F. McCracken.
- 2 At first, only a few bats fly out of the cave's dark opening. Then hundreds and thousands more swirl out. Soon a huge cloud of as many as 20 million bats has formed in the dark sky. The flapping bat wings make a whooshing sound. Finally, the Mexican free-tailed bats fly out of sight.

A Supersize Cave

- 3 Bracken Bat Cave is huge—large enough to house the 20 million bats that roost there. Its entrance, a big hole in the ground, leads to a dark underground city. Unlike a human city that has many buildings, the cave is just one giant room, nearly 100 feet (30 m) wide.
- 4 During the day, the Mexican free-tailed bats rest and sleep safely in this giant city. They hang upside-down from the cave's jagged ceiling. Hooked claws and special tendons in their feet let them cling to the stony ceiling without tiring. In this position, they can hide from predators such as snakes or quickly launch into flight when it's time to feed.

On a Mission

- 5 The group that leaves Bracken Bat Cave each night is so large that it can be tracked by radar. Radar is commonly used to predict weather by following moving objects, such as raindrops, in the sky. "To radar, the millions of bats emerging from their cave look like a huge storm," says Gary F. McCracken. Where are all these bats going?
- 6 Gary has learned that the bats leave Bracken Bat Cave to hunt insects in the surrounding area. How does he know this? The radar can also detect the billions of bugs that swarm the Texas sky.
- 7 The bats will eat about 200 tons (181 metric tons) of these bugs in one night. These insects, mostly moths and beetles, can destroy crops, so many farmers are glad to have the bats around.

Winged Hunters

- 8 How do bats catch insects? As they soar high into the air, the bats use their wings to scoop prey into their mouths. All bats have almost hairless wings, which are like hands but with webbing to connect their fingers.

- 9 Since it's dark when they hunt, bats use echolocation to find their prey. In this process, bats send out high-pitched sounds that travel in waves. These sound waves bounce off objects and return to the bats as echoes. Bats can determine the size and shape of an object and how far away it is by listening to the echoes.

The Future

- 10 Protecting bat habitats is a good way to help keep these animals safe. Some bat conservation groups have built special gates at cave openings. The gates prevent people from disturbing sleeping bats.
- 11 Another way to help bats is for people to build bat houses. These homes not only give the bats a safe place to live, but many farmers now put these up to attract bats because they eat insects that can destroy their crops. More bats mean that there will be fewer insects to destroy human food. Scientists are hoping these efforts will keep bats safe and help their dark cities thrive for years to come.

From THE BAT'S CAVE: A DARK CITY by Joyce Markovics, Bearport Publishing, 2010. Used by permission.

Grade 6 Reading Extended Constructed Response

Prompt

Read the selection “The Bat’s Cave: A Dark City.” Based on the information in the selection, write a response to the following:

The town council, a group of people who make decisions about town laws and policies, is considering closing off public access to a bat cave in your town to protect the bat population that lives inside. Write a letter addressed to the town council about whether public access to the cave should be closed off.

Write a well-organized argumentative letter that uses specific evidence from the selection to support your response.

Remember to —

- clearly state your claim
- 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 6 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. For grades 8 through EII, counterarguments are identified and refuted. • 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 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"> • 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. For grades 8 through EII, counterarguments may be identified but are not refuted. • 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. For grades 8 through EII, counterarguments are not identified. • 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. 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.
<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>

Grade 6 Reading Language Arts
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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

Dear the people in this town, the town council made decisons about laws and policies, we are consedering closing the bat cave. It's to protect the town and bat population. There has been bat hunters now, and people have been questioning about it.

Organization and Development of Ideas: 0

The writer makes an attempt to provide a claim, stating, "we are consedering closing the bat cave. It's to protect the town and bat population." However, these two sentences are mainly a restatement of the prompt. The response lacks an introduction and conclusion, and an organizational structure is not evident. In addition, no text-based evidence is provided, and the expression of ideas is unclear due to imprecise word choice ("There has been bat hunters now, and people have been questioning about it"). 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

This article is talking about how bats survive
its talking about how they live and how they collect thire food

When the sun is gone bats come out of thire caves and hunt for insects to eat, but
sientect thing that the bats are rain drops from the sky. Because of the radar bar that can
detect rain drops and will know if it gonna rain or not.

Bats live in caves that can contain up to 20 million bats but not all bats live in caves,
some farmer built bat houses for bats its like building a bird house but just for bats, some
people built bat houses to keep them safe and helthe.

Organization and Development of Ideas: 0

In this response, the writer makes no attempt to present a claim. Rather, the response is mainly a summary that lacks any argumentative components. The writer does not include an effective introduction or conclusion, and an organizational structure that would support a claim is not evident. Although text-based information is provided, it is not relevant evidence since there is no claim for this information to support. In addition, the expression of ideas is unclear ("the radar bar that can detect rain drops and will know if it gonna rain or not"). Overall, the response reflects a lack of understanding of the writing purpose.

Conventions: 0

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

Score Point 1

Response 1

Dear, town council

I think that public accses to the bat caves should be closed off to save the bat poupulation because the bats that live there are very helpful to the inviorment and to the farmers it even says in text how bugs eat the insects that could harm the crops that shows if the bat specis went extint than the bug that are harming the plants could make a bad harvest then there will be absolutly no good crops to eat. So finally that is why I think you should close the public accses to save the bats and the crops.

Organization and Development of Ideas: 1

In this response, the claim that “the bat caves should be closed off to save the bat poupulation” is presented but not effectively developed. An organizational structure that supports logical development is weak since it is limited to an introductory claim, which is mostly comprised of a single run-on sentence and a conclusion that mainly restates the claim (“you should close the public accses to save the bats and the crops”). Paraphrasing of the text is presented as evidence (“bugs eat the insects that could harm the crops that shows if the bat specis went extint than the bug that are harming the plants could make a bad harvest then there will be absolutly no good crops to eat”), but it is insufficiently explained to develop the position. The expression of ideas is ineffective as phrasing interferes with the clarity of the message. 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. The response includes errors in sentence construction as the response consists of a lengthy run-on sentence and a conclusion sentence. The run-on sentence lacks commas and punctuation (“and to the farmers it even says in text how bugs eat the insects that could harm the crops that shows if the bat specis went extint than the bug that are harming the plants could make a bad harvest then there will be absolutly no good crops to eat”). In addition, there are multiple spelling errors (“accses,” “poupulation,” “inviorment,” “specis,” “extint,” “absolutly”). The many errors impact the clarity of the writing and the reader’s understanding of the writing.

Response 2

The cave should be closed off to the puplic because if pepole go in the cave while bats are in the cave they might hurt peploe because as the the texts sates "they let out high pitched screams so thats is why the cave should be closed off to humans

Organization and Development of Ideas: 1

In this response, the claim that "The cave should be closed off to the puplic because if pepole go in the cave while bats are in the cave they might hurt peploe" is present but not effectively developed. An organizational structure that supports logical development is not evident due in part to the introduction being limited to the claim and the absence of an effective conclusion ("so thats is why the cave should be closed off to humans"). The text-based evidence ("`they let out high pitched screams") is insufficiently explained to develop the position as it fails to truly support how the bats would hurt people. 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. The response includes errors in sentence construction as the response consists of a single run-on sentence. In addition, there are several spelling errors ("puplic," "pepole," "peplo," "sates," "thats is"). There are many errors, and these errors impact the clarity of the writing.

Score Point 2

Response 1

Dear town council

Hello I would like to speak to you about closing off the access to the bat cave. I think you shouldn't take off the permission for the cave because, how will people that never seen bats sleeping upside down could see. Also another thing is that how will some people that are interested in bats will know how they look like. Another reason why you shouldn't close it off is that people won't get to see how big the inside the cave looks like.

Organization and Development of Ideas: 1

This response includes the claim that "you shouldn't take off the permission for the cave." An organizational structure that supports logical development is not evident. Although the writer includes a brief introduction ("I would like to speak to you about closing off the access to the bat cave"), there is no conclusion, and sentence-to-sentence connections are weak ("Also another thing," "Another reason"). The writer makes an attempt to provide reasons that closing the bat cave would have a negative impact ("people that never seen bats sleeping upside down could see"; "some people that are interested in bats will know how they look like"; "people won't get to see how big the inside the cave looks"), but these ideas are not logically developed. In addition, the writer does not include text-based evidence to support the claim. The expression of ideas is ineffective because the writer's word choice is vague and impedes the clarity of the essay ("could see"; "will know how they look like"; "won't get to see how big the inside the cave looks like"). Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 1

The response demonstrates inconsistent command of grade-level-appropriate conventions. The response has errors such as missing commas ("Dear town council"; "Hello I would like to speak to you") and weak sentence construction ("I think you shouldn't take off the permission for the cave because, how will people that never seen bats sleeping upside down could see"; "how will some people that are interested in bats will know how they look like"). Despite the errors, the reader can understand the writer's thoughts.

Response 2

The cave should be closed off because, in day time they are sleeping and need their rest and the weather public access could wake up the bats from their sleep if the devices makes noise the bats could be awoken from their sleep.

The cave should also be closed because if the weather public access thing go inside the cave the bats could be sleepy and not want to hunt and that can let the bugs mess up the farmers plants and the plants will be gone if the bats don't kill them.

The last reason is the gates prevent people from disturbing the sleeping bats in the cave because they won't be able to hunt their prey the insects that kill the farmers plant like beetles, and moths can destroy plants and crops that the farmers plant.

My explain is that caves shouldn't be open because bats are resting in the cave and the cave needs to stay closed because people or the weather thing can be disturbing to the sleeping bats. If the bats get no sleep it can be bad for the farmers because their plants can get destroyed by insects and the farmers need bats to help them out because the insects are bats prey and they will prevent the insects from killing the farmers plants and the bats will destroy the insects that eat the plant population and there will be less of them and the farmers will not have to worry about their plants being killed.

The conclusion of my ECR is that the cave should be closed because the bats can get woken up by people or the weather device and that could hurt the farmers in a big way because their plants will be destroyed by insects and farmers really need bats to kill them so the cave should be closed so the bats will be ready at night to kill the insects that like eating the farmers plants.

Organization and Development of Ideas: 2

The writer provides a clear claim that "The cave should be closed off," but the argument is only partially developed and includes a great deal of repetition. The organizational structure is limited in part by the introduction that consists of only the claim. However, a conclusion in which the writer restates the claim and reasoning is provided in the final paragraph. The writer provides two pieces of paraphrased evidence ("gates prevent people from disturbing the sleeping bats"; "insects are bats prey and they will prevent the insects from killing the farmers plants"), but effective development of this evidence is disrupted by some repetition that includes three references to farmers needing the bats to kill insects. This repetition also results in the expression of ideas that remains basic. 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 contains errors in sentence construction (nearly all sentences are run-on sentences), punctuation (missing and misplaced commas, lack of apostrophes), capitalization, grammar, and spelling. The many errors impact the clarity of the writing and the reader's understanding of the writing.

Score Point 3

Response 1

Dear town council,

I think you should close off public access to the Bracken Bat Cave. If they happened to have been disturbed then they would most likely move elsewhere, and that would be a problem because they eat the insects that can destroy our food. Without them eating those insects, we wouldn't have much food to feed the town. If you close off access to the cave then the chances of that would be lowered. So please, for the sake of the town, close off public access to the cave.

Sincerely,



Organization and Development of Ideas: 1

The writer includes the claim that “you should close off public access to the Bracken Bat Cave,” but it is not developed effectively in response to the writing task. A weak organizational structure is provided by an introduction limited to the claim and a brief conclusion (“So please, for the sake of the town, close off public access to the cave”). Paraphrased evidence from the excerpt regarding the insects is referenced but not effectively developed. The writer expresses original ideas (“Without them eating those insects, we wouldn't have much food to feed the town”) rather than using text-based evidence to directly support the claim. The expression of ideas is ineffective due to vague word choice (“they would most likely move elsewhere”; “Without them eating those insects”; “the chances of that would be lowered”) that impacts the clarity of the essay. Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 2

The writing demonstrates consistent command of grade-level-appropriate conventions. There are minimal errors with punctuation, but these errors do not impact the clarity of the response.

Response 2

Dear Town Council,I say the Bat cave should be open to the public.The public should be able to see what a bat cave looks like in person and not on a television screen.For safety mesures Bats are never awake during the day they are sleeping with their hooked claws and special tendons in their feet hooked to the ceiling.The only time it should be closed is at night.It should be closed at night because more than 20 million bats fly out the cave to hunt.Caves and the bats inside are interesting and should be seen up-close.A cool fact from an artical is that"Bat cave is huge-large enough to house the 20 million bats that roost there."pg3.This shows one of the many facts or details to look at in the cave.

This cave can be filled with facts about bats.Bats have amazing facts about them.Another idea is we can have a station called "Make your own Bat house". This is were you would make a house for our bat friends.As you can see their are many ideas for this site. If only you can eccept my ideas into making this Bat cave open to the public and open to my ideas for renivation.

Organization and Development of Ideas: 2

In this response, the writer introduces the claim that "the Bat cave should be open to the public.The public should be able to see what a bat cave looks like in person and not on a television screen," and this idea is partially developed. A purposeful structure that includes an introduction and a conclusion is evident in this two-paragraph response. Relevant text-based evidence both paraphrased ("during the day they are sleeping with their hooked claws and special tendons in their feet hooked to the ceiling") and quoted ("large enough to house the 20 million bats that roost there") is presented but limited by insufficient explanation ("This shows one of the many facts or details to look at in the cave"). The expression of ideas is basic with word choice that is at times imprecise and sentences that are not always effective ("Caves and the bats inside are interesting"; "This cave can be filled with facts about bats"; "Bats have amazing facts about them"). Overall, the writer demonstrates a partial understanding of the writing purpose.

Conventions: 1

The writing demonstrates an inconsistent command of grade-level-appropriate conventions. There are errors that include capitalization ("Bat" is often incorrectly capitalized), missing punctuation ("For safety mesures Bats are never awake during the day they are sleeping with their hooked claws and special tendons in their feet hooked to the ceiling"), and spelling errors ("telivision," "mesures," "artical," "were [where]," "eccept," "renivation"). Although the response has several errors, the reader can understand the writer's thoughts.

Response 3

Dear town council,

Acces of the poblic to the bat cave should be cut off. The poblics acces should be cut off because the people could harm the health of the bats that live in the cave. The bats could be harms in varyios way shuch as destroying the cave, and throwing rocks at the bats many thins could happento the bats.To ensure the safety of all bats the poblics acces should be cut off. We as the people who live in the area should help the bats becaus in the long run the will help us as well.

"Protecting bat habitats is a good way to help keep these animals safe." this is showing that if people want to keep the bats safe they need to protected the habitats that they live in. Bats want to be ensured fo there safety just as much as humans do. Think to your self if a masive amount of people walked in to your house and just strted to doing random things would you feel safe. Now if your answer is no than put that in the prospective of a bat were they are ten times smaller." Some bat conservation groups have built special gates at cave openings. The gates prevent people from disturbing sleeping bats." Now I don't belive you enjoy getting disroupted when you sleep do you?

To conclud this letter I say that public acces should once and for all be cut off. The bats habitat are not muesams and should be taken are of. Bats should have there habitat to them sefs and not have netrouters. If we help the bats they will help us in other ways like eating moths and beadles witch are bugs that destroy are crops.

Organization and Development of Ideas: 3

The writer presents a clearly identifiable claim that "The poblics acces should be cut off because the people could harm the health of the bats that live in the cave." The first paragraph serves as an effective introduction, and the writer also provides a conclusion ("To conclud this letter I say that public acces should once and for all be cut off. The bats habitat are not muesams and should be taken are of. Bats should have there habitat to them sefs and not have netrouters. If we help the bats they will help us in other ways like eating moths and beadles witch are bugs that destroy are crops"). The organizational structure is appropriate and effectively supports the development of the claim. The sentences and paragraphs are logically connected in purposeful ways. The relevant quoted evidence that the writer includes, along with sufficient explanation, consistently supports and develops the claim (" 'Protecting bat habitats is a good way to help keep these animals safe.' this is showing that if people want to keep the bats safe they need to protected the habitats that they live in. Bats want to be ensured fo there safety just as much as humans do."; " ` Some bat conservation groups have built special gates at cave openings. The gates prevent people from disturbing sleeping bats.' Now I don't belive you enjoy getting disroupted when you sleep do you?"). The expression of ideas is mostly clear based on sentences and phrases that sufficiently convey the writer's ideas, and as a result, this response reflects a thorough understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. Errors in sentence construction ("The bats could be harms in varyios way shuch as destroying the cave, and throwing rocks at the bats many thins could happento the bats"), errors in subject-verb agreement ("The bats habitat are not . . ."), missing commas ("To ensure the safety of all bats the publics acces should be cut off"), multiple grammatical errors ("bats could be harms in varyios way"; "they need to protec[t]ed the habitats"; "st[a]rted to doing random things"; "if your answer is no than put that in the prospective"; "The bats habitat are not"; "Bats should have there habitat") as well as misspellings ("Acces," "poblic," "varyios," "shuch," "destroying," "masive," "strted," "belive," "disroupted," "conclud," "muesams," "sefs," "netrouters," "witch [which]"). 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

Dear, Town Council

we have come to inform you that, since bats are living in a cave thats in a public area, we would like you to close off this cave so these bats do not get disrupted. This choice will help protect the bat population and let the bats be in peace away from human contact. Doing this will let bats not be disturbed and help them thrive. If you accept this request, it will help with plant growth, as bats eat the insects that eat and destory our farmers crops.

Closing off the gate will also provide a safe space from people when its the bats time to sleep. The bats will be more safe and help our community if you just help them by giving them a place to feel safe and out of harms way. Please consider this option in helping the bats with closing offthe gate from public access.

-yours truly, the group who make desisions about town laws and politics

Organization and Development of Ideas: 2

In this response, the writer presents the claim that “we would like you to close off this cave so these bats do not get disrupted.” The response includes a clear introduction that is part of the claim (“we have come to inform you that, since bats are living in a cave thats in a public area, we would like you to close off this cave”) and a conclusion with a restatement of the initial claim (“Please consider this option in helping the bats with closing offthe gate from public access”). The response contains an organizational structure with an individual idea in each paragraph. The writer develops the argument that leaving the bats alone will allow them to “not be disturbed and help them thrive.” The writer then supports this idea with paraphrased evidence (“it will help with plant growth, as bats eat the insects that eat and destory our farmers crops”). There is a second attempt at development in the second paragraph, but there is no text-based evidence provided to strengthen and support the claim. The writer’s word choice is general and at times repetitious, which may not convey the writer’s ideas clearly (“The bats will be more safe and help our community if you just help them by giving them a place to feel safe . . .”). Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 2

The response demonstrates consistent grade-level-appropriate command of conventions. There is an error in capitalization (“we” at the beginning of the response) and a few errors with misplaced commas (“Dear, Town Council”; “to inform you that, since”) are also present. However, these errors do not impact the clarity of the writing.

Response 2

1/6/24

Bat Caves

So many lives, and poor innocent creatures. Is this really okay to see bats around the world dying? Due to humans, Here is why you should accept my proposal to shut down public access to bat caves firstly, Bats are very usful creatures and keep our environment clean and keep a healthy balance between bugs and other animals, the second reason why bat caves should be off limits to the public is because it will reduce the amount of bats being awaken, and disturbed. And the final reason why bats are such useful animals is because they keep bugs that destroy human food, to keep us nice and healthy.

The first reason why bats play a major part in our society is because they keep our environment clean and healthy from the overpopulation of bugs. This is evident in paragraph seven when it states; "The bat will eat about 200 tons (181 metric tons) of these bugs in one night." This shows that bats keep the environment clean by eating bugs and keeping a good balance between animals and bugs.

Secondly, If you close off the bat caves to the public it won't disturb the bats that are actively sleeping in the cave, if people wake up the bats it could cause a huge commotion and cause major problems. This statement is supported in paragraph ten when it says- "Some bat conservation groups have built special gates at cave openings. The gates prevent people from disturbing sleeping bats." Showing that if we close the bats caves humans wouldn't be able to disturb bat caves.

The final reason why bats play such an imporant role in our modern day society is because they keep pests away from our vegetation, without these bats our fruit and vegetables would probably be unsafe to consume. This idea is shown in paragraphs seven & eleven when it states, "These insects, mostly moths and and beetles, can destory crops, so many farmers are glad to have the bast around", and "Another way to help bats is for people to build bat houses. These homes not only give the bats a safe place to live, but many farmers now put these up to attract bats because they eat insects that can destroy their crops." This shows us that bats help us keep pests away from the crops we consume.

In conclusion, you should accept my proposal to close the bat caves to the public sight because: Bats are very usful creatures and keep our environment clean and keep a healthy balance between bugs and other animals, the second reason why bat caves should be off limits to the public is because it will reduce the amount of bats being awaken, and disturbed. And the final reason why bats are such useful animals is because they keep bugs that destroy human food, to keep us nice and healthy. *This is why you should accept my proposal to close down the bat caves from the public.*

Organization and Development of Ideas: 3

The writer presents the clearly identifiable claim that “you should accept my proposal to shut down public access to bat caves.” A purposeful structure is evident, with an effective introduction that lists the supporting ideas of the argument (“Bats are very useful creatures and keep our environment clean and keep a healthy balance between bugs and other animals, the second reason why bat caves should be off limits to the public is because it will reduce the amount of bats being awoken, and disturbed. And the final reason why bats are such useful animals is because they keep bugs that destroy human food, to keep us nice and healthy”). The organizational structure is appropriate and effectively supports the development of the argument by logically connecting the supporting ideas (“The first reason,” “Secondly,” “The final reason”). The writer also includes a strong conclusion that clearly restates the supporting ideas of the argument. Specific text-based evidence is clearly presented and developed in each paragraph to strengthen the argument (“The bat will eat about 200 tons (181 metric tons) of these bugs in one night”; “Some bat conservation groups have built special gates at cave openings. The gates prevent people from disturbing sleeping bats”; “These insects, mostly moths and beetles, can destroy crops, so many farmers are glad to have the bats around”; “Another way to help bats is for people to build bat houses. These homes not only give the bats a safe place to live, but many farmers now put these up to attract bats because they eat insects that can destroy their crops”). Additionally, despite some repetition of ideas and phrases, nearly all sentences are crafted to convey the writer’s ideas and contribute to the overall clarity of the argument, resulting in the expression of ideas that are clear and effective. Overall, this response demonstrates a thorough understanding of the writing purpose.

Conventions: 1

The writer demonstrates inconsistent command of grade-level-appropriate conventions. Errors in punctuation (“This is evident in paragraph seven when it states; ‘The bat . . .’”; “This statement is supported in paragraph ten when it says- ‘Some bat conservation groups . . .’”; “In conclusion, you should accept my proposal to close the bat caves to the public sight because: Bats are very useful creatures”), spelling (“usful,” “vegatables,” “destory”), and sentence structure are evident. There are errors that include comma splices, improper capitalization, and run-on sentences (“Due to humans, Here is why you should accept my proposal to shut down public access to bat caves firstly, Bats are very useful creatures and keep our environment clean and keep a healthy balance between bugs and other animals, the second reason why bat caves should be off limits to the public is because it will reduce the amount of bats being awoken, and disturbed”). The response has several errors, but the reader can understand the writer’s thoughts.

Score Point 5

Response 1

Dear town council, your idea to close off the bat cave to the public eye seems like a great idea. Not only does it protect the safety of the bats, but it also can help protect the bats from human diseases that they may not be equipped to fight. It also could help them listen better to the surrounding area for bugs without the disturbance of loud people, another thing is that if we close the cave to the public eye that would make it easier for scientists to learn more about how the bat's echolocation works. It also means there would be less of a chance for the bats to want to move to another cave because of the disturbance and often visits of humans. Another great outcome is that there might be more food in the surrounding areas for them to eat because there are no humans in the area swatting them away, killing them, or poisoning them with bug spray or pesticides. I think thart your idea will have very good outcomes. Sincerely, [REDACTED]

Organization and Development of Ideas: 3

In this response, the writer provides a clear claim that "your idea to close off the bat cave to the public eye seems like a great idea." An introduction and conclusion ("I think thart your idea will have very good outcomes") are evident. The writer uses relevant paraphrased evidence and inferences to support the claim ("Not only does it protect the safety of the bats, but it also can help protect the bats from human diseases that they may not be equipped to fight"; "if we close the cave to the public eye that would make it easier for scientists to learn more about how the bat's echolocation works"; "there might be more food in the surrounding areas for them to eat because there are no humans in the area swatting them away, killing them, or poisoning them with bug spray or pesticides"). This strengthens the argument and elevates the development and organization of ideas. The writer's word choice is purposeful ("your idea will have very good outcomes"). Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates consistent command of grade-level-appropriate conventions. The response has a few errors in punctuation, spelling ("equiped," "thart"), and capitalization, but these errors do not impact the clarity of the writing.

Response 2

Have you ever seen a bat? In the selection "The Bat's Cave: A Dark City" We get information about bats and different activities and things they do over the day, like where they live at, what they eat, and when they sleep. We also get informed about ways people locate them and how people protect them, Whether it is by making bat houses or by making gates to prevent people to disturb their sleep. Closing off public access to a bat cave in my town is a good idea because it will help protect the bats from people entering the cave or people trying to damage them.

One reason that it is a good idea to close public access to the bat cave in my town is that it will protect the bats from people entering and waking up the bats. If they block the entrance it will be harder for people to enter the bat cave. The text says "Some bat conservation groups have built special gates at cave openings. The gates prevent people from disturbing sleeping bats." (Pr. 10) This shows me that blocking the entrance with gates can help protect the bats from intruders.

Another reason that closing off public access to the bat cave is that the bats need protection because they are very important to farmers and plants that we eat since bats eat insects that usually consume this type of plants. If we don't protect them then insects will eat all of the plants and farmers will lose their harvest. The text says "The bats will eat about 200 tons (181 metric tons) of these bugs in one night. These insects, mostly moths and beetles, can destroy crops, so many farmers are glad to have the bats around." (Pr.7) This shows me that bats are important because they help protect plants. If we block public access to the bat cave then bats will be safer.

Protecting bats is very important so blocking public access to bat cave is a good idea because it will protect bats from danger. In conclusion closing public access to the bat cave is something they should do because it will help the bats survive and we need bats because they can help farmers protect their farm from insects. If we don't protect bats then they could end up disappearing.

Organization and Development of Ideas: 3

This response provides the clear claim that "Closing off public access to a bat cave in my town is a good idea because it will help protect the bats from people entering the cave or people trying to damage them." Focus is consistent throughout, creating a response that is unified and easy to follow. A purposeful structure that includes both an effective introduction and conclusion is evident. The ideas are logically connected in purposeful ways ("One reason that it is a good idea"; "This shows me that"; "Another reason"). The writer provides relevant supporting ideas to develop the claim ("One reason . . . it will protect the bats from . . ."; "Another reason . . . because they are very important to farmers and plants"). Additionally, the response includes supporting text-based evidence ("Some bat conservation groups have built special gates at cave openings. The gates prevent people from disturbing sleeping bats"; "The bats will eat about 200 tons (181 metric tons) of these bugs in one night. These insects, mostly moths and beetles, can destroy crops, so many farmers are glad to have the bats around"). The writer's word choice is specific ("This shows me") and conveys the writer's ideas clearly. Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates consistent command of grade-level-appropriate conventions. There are a few spelling errors ("Wheter," "metri," "Proteting," "conclusion," "dissapearing"). In addition, the response has some missing and misused commas, but overall, the sentence structure is appropriate. The response has a few errors, but these errors do not impact the clarity of the writing.

Condition Code: Off Topic

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

Response 1

one hot summer day connor and zayne was playing outside when they met luke and brandt and they became friends and then they went inside and played fortnite and then there parents came home and they said who are these boys? and they said are new friends and so that night they wanted pizza and so they went out and got pizza from dominos and then they ate it and got full and then luke and brandt had to go home but connor and zayne was sad so they asked if they can stay the night at luke and brandts house and there parents said yes but lukes and brandts parents did not know connor and zayne but then brandt and luke said they are are friends and they finally said yes after explaining so they went home and played fortnite for 2 hours and they went to bed.

Response 2

They should not be able to make their own decisions but they can have their own rights in the world. For exmple, if tehy were t omake a bad decision then the cops would not be able to do anything because they are doing it to. Another examole, is if they make a good decision but then the little kids make bad decsions then what can they do about it if they are doing the same things. In conclusion, we should all have the rights to make decsions for our self and have good times but to have a great time in life.

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

A Sour Deal

Characters

HORATIO: *A 12-year-old boy*

CAITLIN: *A 12-year-old girl, Horatio's friend and classmate*

DAD: *Horatio's father*

SCENE 1

- 1 *[The setting is the living room at Horatio's house. Horatio opens the door and Caitlin follows him in. Horatio sets his backpack on the floor.]*
- 2 **HORATIO:** No, it's not a garden. Guess again.
- 3 **CAITLIN:** *[She throws her hands up.]* A terrarium? I give up. What is your big new project? You said you had to feed it, so I'm completely stumped.
- 4 **HORATIO:** *[He grins.]* Stay here.
- 5 *[Horatio exits. Caitlin sits on the couch. Horatio returns holding a container covered with a linen cloth. He places the container on the coffee table before Caitlin.]*
- 6 **CAITLIN:** Is this another volcano? Don't you remember when your volcano for the science fair erupted all over the carpet after you fed it all that baking soda? *[She motions around her.]* There was lava everywhere!
- 7 **HORATIO:** No lava. I promise. *[He lifts the linen cloth with a flourish, revealing a glass jar. Inside is a doughy off-white substance.]*
- 8 **CAITLIN:** *[She scrunches her face.]* What on Earth is that?
- 9 **HORATIO:** This ancient being is a sourdough starter. It is used to bake sourdough bread. Do you want to feed it?
- 10 **CAITLIN:** I don't understand the question, but I'm leaning toward no.
- 11 **HORATIO:** My grandmother sent me home with a piece from her dough—it's alive because of the yeast. My grandmother said she's kept this sourdough starter alive for over 50 years.
- 12 **CAITLIN:** Why do you want to make bread from something that old? And what does a dough ball eat?
- 13 **HORATIO:** It's a descendant of the original dough. You create new dough by feeding it flour and water and letting it expand.
- 14 **CAITLIN:** OK, but I'm still not sure what the big deal is. It's just dough.

15 **HORATIO:** Just dough? This dough is a family heirloom. The bread created from this dough is the most delicious bread in the world. [*He cradles the jar.*] I will nurture it like my grandmother did before me. This sourdough will live for a century! [*He holds the jar up triumphantly.*] To the kitchen! [*He exits.*]

16 [*Caitlin follows him offstage.*]

SCENE 2

17 [*Eight weeks later. The setting is the kitchen at Horatio's house. Caitlin and Horatio sit at a table.*]

18 **HORATIO:** And that's why the cards with the shiny backgrounds are the most valuable. We'll look at my new card collection later.

19 **CAITLIN:** [*She mindlessly nods at Horatio.*] Sure. I'm getting hungry. Have you made more bread recently? That loaf you brought to my house a while back was good. [*She looks around.*] Where is the sourdough starter?

20 **HORATIO:** [*Panic spreads across his face.*] Oh no! [*He rushes to the refrigerator and starts pulling items out. He finally pulls out the glass jar and brings it back to the table. The dough has black and green spots on one side.*]

21 **CAITLIN:** [*Suppressing a laugh.*] I thought you were going to nurture it like your grandmother before you.

22 **HORATIO:** I'll save it! [*He opens the jar.*]

23 **CAITLIN:** There is mold on it. It's a biohazard. Throw it away!

24 [*Dad enters.*]

25 **DAD:** Have you seen my— [*He sniffs.*] Did you forget to take the trash out this morning?

26 **HORATIO:** It's Grandmother's sourdough starter. [*Hangs his head.*] I forgot about it.

27 [*Dad gets a spoon and the flour. He takes the jar from Horatio and scoops out the part with spots.*]

28 **DAD:** Don't tell your grandmother, but years ago she asked me to feed her dough while she went on vacation. I forgot about it, but I did some panicked research online. Yeast is resilient.

29 **HORATIO:** You think it might be alive?

30 **DAD:** Feed it and see if it expands. And cross your fingers. It worked for me. [*He gives the jar and flour to Horatio and exits.*]

31 **HORATIO:** Caitlin, get water, stat! There's no time to lose! [*He digs his hand into the bag of flour.*]

- 32 **CAITLIN:** Calm down. If this works, are you going to remember to care for it? You tend to get excited about something and forget about it a week later.
- 33 **HORATIO:** [*Sighs.*] Maybe I'm not cut out to care for a living substance.
- 34 [*Caitlin rolls her eyes.*]
- 35 **HORATIO:** I wanted to continue the original sourdough starter's legacy. [*He removes his hand from the bag and stares pitifully at the dough.*]
- 36 **CAITLIN:** [*Puts a hand on his shoulder and smiles.*] Well, that's noble, so I'll help you out. I'll remind you to feed it, and you will bake bread for me. Deal?
- 37 **HORATIO:** Deal!
- 38 [*They high five and a puff of flour rises.*]
- 39 [*Curtain.*]

Grade 6 Reading Short Constructed Response

Prompt

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

Why are lines 18 through 23 important to the play? Support your answer with evidence from the play.

Item-Specific Rubric

Score: 2

A complete response will provide one of the following explanations about the importance of the lines in the play.

- Horatio is reminded of the sourdough starter he left in the refrigerator.
- Horatio is determined to save the neglected sourdough starter.

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:

- **CAITLIN:** [*She mindlessly nods at Horatio.*] Sure. I'm getting hungry. Have you made more bread recently? That loaf you brought to my house a while back was good. [*She looks around.*] Where is the sourdough starter? (line 19)
- **HORATIO:** [*Panic spreads across his face.*] Oh no! [*He rushes to the refrigerator and starts pulling items out. He finally pulls out the glass jar and brings it back to the table. The dough has black and green spots on one side.*] (line 20)
- **HORATIO:** I'll save it! [*He opens the jar.*] (line 22)

Evidence is accurately used to support the response.

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

Score: 1

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

A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer about why lines 18 through 23 are important to the play.

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

It talks about how to make the dough but the dough is very old and u cant not eat it

In this response, the writer refers to the starter dough but does not accurately answer the question. No text evidence is provided.

Response 2

It is important becasue eating mold on anything can cause you to get sick.

The writer provides an inaccurate answer. No text evidence is provided.

Response 3

Lines 18 to 23 are important to the play because it shows that the cards whith shiny backgrond are the most valuable. In line 18 it says " And that"s why the cards with the shiny backgrond shiny are the most valuable".

In this response, the writer does not offer a correct answer for the importance of lines 18 through 23. Additionally, the text evidence provided from the play is not relevant and would not support a valid answer.

Response 4

It is important becauce they had a resipe that there grema had made a long time ago and this one girl wants to do it but there saying why if thats old its not going to tast good she said it don't matter shes makeing that resip no matter what no one is going to stop her so thats why its important to her.

In this response, the writer does not include why lines 18 through 23 are important to the play. Additionally, no text evidence is provided.

Score Point 1

Response 1

Because It Shows that Horatio forgot all about the bread and now Horatio is trying to save the Bread. So it makes it very important to the story.

In this partial response, the writer includes two correct answers ("Horatio forgot all about the bread"; "Horatio is trying to save the Bread"). However, no text evidence from the play is provided.

Response 2

It is important because it shows that even though he loves the sourdough he forgets about it until Caitlin reminds me it shows that even though he loved it very much he still forgot about it after eight weeks

In this partial response, the writer presents an accurate answer ("it shows that even though he loved it very much he still forgot about it after eight weeks") but does not include any text-based evidence to support the answer.

Response 3

I believe Lines 18 through 23 are important. I believe this because in the text it says "oh no! [he rushes to the refrigerator and starts pulling items out. He finally pulls out the glass jar and brings it back to the table. The dough has black and green spots on one side.]" This shows the dough now has mold and the plot just started.

In this partial response, the writer includes relevant text-based evidence ("oh no! [he rushes to the refrigerator and starts pulling items out. He finally pulls out the glass jar and brings it back to the table. The dough has black and green spots on one side.]"). An accurate answer on why lines 18 through 23 are important to the play is not included.

Response 4

it's important because they wanted to eat and Horatio still wanted to use it even if it had mold on it but Caitlin stop Horatio from using it because something could have happened to Horatio.

In this partial response, the writer provides an accurate answer. The idea that "Horatio still wanted to use it even if it had mold on it" illustrates Horatio's determination to use the sourdough starter. However, no cited or paraphrased text evidence is provided.

Score Point 2

Response 1

Lines 18 through 23 are important to the play because its when Caitlin reminded Horatio about the sourdough which created a problem for him. In line 19, Caitlin says "Where is the sourdough starter?" which causes Horatio to panic and remember he had forgotten it for eight weeks in the refrigerator.

The writer provides an accurate answer ("causes Horatio to panic and remember he had forgotten it for eight weeks in the refrigerator"), and relevant text evidence is utilized to support this claim ("Where is the sourdough starter?").

Response 2

Lines 18 through 23 are important to the play because the lines show that Horatio compleatly forgot about the sourdough starter . The text says , "[Panic spreads across his face.'] Oh no!" (line 20)

In this complete response, the writer includes an accurate answer ("Lines 18 through 23 are important to the play because the lines show that Horatio compleatly forgot about the sourdough starter"). Relevant text evidence is also provided ("[Panic spreads across his face.'] Oh no!").

Response 3

Lines 18-23 are important to the play because they show what was once treasured to Horatio, has now been forgotten about and is on its last strings of life. Some evidence from the text to prove my claim would be, from the beginning; **HORATIO:** "I will nurture it like my grandmother did before me. This sourdough will live for a century!" and then to the end; **CAITLIN:** "[*Suppressing a laugh.*] I thought you were going to nurture it like your grandmother before you. **HORATIO:** I'll save it! [*He opens the jar*]" These pieces of text show that Horatio has forgotten about his dough.

In this complete response, the writer provides an accurate answer ("Lines 18-23 are important to the play because they show what was once treasured to Horatio, has now been forgotten about and is on its last strings of life") as well as relevant text evidence from the play ("**HORATIO:** 'I will nurture it like my grandmother did before me. This sourdough will live for a century!' and then to the end; **CAITLIN:** '[*Suppressing a laugh.*] I thought you were going to nurture it like your grandmother before you. **HORATIO:** I'll save it! [*He opens the jar*]' ").

Response 4

Lines 18 through 23 are important to the play because it shows that Horatio had forgotten about the sourdough starter for a while. In line 20 it states "[Panic spreads across his face.]" This indicates that Horatio had forgotten about the sourdough starter for eight weeks. Unfortunately, the sourdough starter had already produced mold and was covered by black and green spots. Horatio declared "I'll save it!" in line 20 but Caitlin reminds Horatio that the sourdough bread is now a biohazard. These are some reasons why lines 18 through 23 are important to the play.

The writer includes an accurate answer that lines 18 through 23 are important to the play ("because it shows that Horatio had forgotten about the sourdough starter for a while"). Two pieces of relevant text-based evidence from the play, one cited ("In line 20 it states '[Panic spreads across his face]' "; "Horatio declared 'I'll save it!' ") and one paraphrased ("Caitlin reminds Horatio that the sourdough bread is now a biohazard") are provided by the writer as support.

Grade 6 Writing Short Constructed Response

Grade 6 Writing Short Constructed Response

Passage: "The Top of the Pineapple"

Original Paragraph:

(7) Leilani and I had been friends for years, and we lived in the same apartment complex. (8) She had relatives in Hawaii and visited them every summer. (9) Each August her family brought a box of fresh Hawaiian pineapples when they returned home with them. (10) Leilani would knock on my door to let me know she was back. (11) I was always thrilled to see her and catch up, but I also loved strolling back to her apartment to snack on the fresh Hawaiian pineapple. (12) Although we played most afternoons of the year, my favorite afternoons were the ones in August when Leilani had just returned from her trip.

Prompt

Sentence 9 needs to be revised. In the box provided, rewrite this sentence 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

Each augest her family buys a box of fresh hawaiian pinaples when they get home.

The response does not express the ideas in a clear and effective way. The meaning of the sentence is incorrectly changed due to the idea that Leilani's family "buys a box of fresh hawaiian pinaples when they get home." Note that editing errors such as "augest," "hawaiian," and "pinaples" do not affect the score of this revising task.

Response 2

Each August, her family brought a box of fresh Hawaiian pineapples when they returned home with them.

The response does not express the ideas in a clear and effective way. The writer adds a comma after the introductory phrase ("Each August,"), and no other change is made. This is not sufficient to earn credit as it does not complete the required revising task.

Response 3

Eac August her family brought a box of fresh hawaiian pineapples then they returned home with the pineapple.

The response does not express the ideas in a clear and effective way. The writer replaces "them" with "the pineapple," which is not an effective revision since it results in a repetitive sentence.

Response 4

Every August leilani brought a box of fresh Hawaiian pineapples After their trip to hawaii.

In this response, the writer does not express the ideas in a clear and effective way. The revised sentence is not clear regarding when and where the pineapples were brought, which is in addition to changing who brought them. This change in meaning and lack of clarity prevents credit from being earned for this revision task.

Score Point 1

Response 1

Each August Leilani's family would come home with a box full of fresh Hawiian pineapples.

The response is a complete sentence and expresses the ideas in a clear and effective way. The writer condenses the sentence effectively while retaining the meaning. The misspelling "Hawiian" does not affect the scoring of this revising task.

Response 2

Evrey summer, her family would bring a box of fresh Hawaiian pineapples when they returned home.

The response is a complete sentence and expresses the ideas in a clear and effective way. The writer changes "August" to "summer" and removes "with them." This is a sufficient and acceptable revision. The misspelled word "Evrey" does not result in a loss of credit for this task.

Response 3

Each August Leilani's family would bring back a box of fresh Hawaiian pineapples when they returned home.

This response is a complete sentence and expresses the ideas in a clear and effective way. The writer removes "with them," eliminating unnecessary words, and uses "bring back" to produce an effective revision of the original sentence.

Response 4

Each August her family brought a box of fresh Hawaiian pineapples with them when they returned.

This response is a complete sentence that expresses the ideas in a clear and effective way. The writer's removal of the words "home with them" eliminates the repetitiveness in the original sentence.