



Grade 8 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 8 operational test. The prompts are presented as they appeared on the test, and responses were scored based on the rubrics included in this guide, which were developed with the input of Texas educators. Essays were scored using a five-point rubric. Short constructed responses in the reading domain were scored using a two-point prompt-specific rubric. Short constructed responses in the writing domain were scored using a one-point rubric.

The five-point rubric for extended constructed responses includes two main components: organization and development of ideas and conventions. A response earns a specific score point based on the ideas and conventions of that particular response as measured against the rubric. The annotation that accompanies each response is specific to that response and was written to illustrate how the language of the rubric is applied to elements of the response to determine the score the response received. Extended constructed responses are scored by two different scorers, and the scores are summed to create a student's final score, so students may receive up to 10 points for their essay.

The responses in this guide are actual student responses submitted online during the testing window. To protect the privacy of individual students, all names and other references of a personal nature have been altered or removed. Otherwise, the responses appear as the students wrote them and have not been modified.

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

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

Seeing in a Sea of Snow

- 1 The sun breaks through the clouds, brilliantly reflecting off snow-covered mountains and rivers of ice. The view is breathtaking. What would it take to live in such a magical yet harsh environment?
- 2 Over millennia the native peoples of Earth's northernmost regions¹ have developed ways of adapting to their snowy environment. Their houses, such as igloos, were often constructed out of snow. Their clothing was made from the thick, heavy hides of land and marine animals. Their food was obtained primarily through hunting and fishing in the frigid, wild land and sea.

Blinded by the Light

- 3 A major problem that the native peoples of Arctic regions experienced in their snowy landscape was a condition called snow blindness. The scientific term for this is *photokeratitis*. It is essentially caused by the eye being exposed to too much ultraviolet light.
- 4 When a person looks out over a snowy landscape or an icy sea, the light from the sun reflects back from the white surface directly into the person's eyes. Staring too long at something like this is not only painful but also extremely damaging. Eyes can get sunburned, just like skin can. If a sunburn to the eyes is bad enough, the damage can be permanent.

A Necessary Invention

- 5 Today, people use modern sunglasses to help protect their eyes from bright sunlight. But thousands of years ago, people did not have an accessory like this. If people needed something to protect their eyes from the sun or from light reflected off a white landscape, they had to make it themselves. That is exactly what the native peoples of Arctic regions did. They created the very first snow goggles.
- 6 No one knows for sure when the first snow goggles were invented. Some of the oldest ones have been found on the Russian coastline of the Bering Sea. They are dated at about 4,000 years old. However, it is impossible to say that the Russian natives invented them, since hunters often migrated long distances across the landscape. Anyone from across the span of the Arctic Circle region could have dropped them there.

¹Earth's northernmost regions are home to several Alaska Native groups, including the Aleut, Inupiat, Yuit, Tlingit, and Haida.

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- 7 Many other snow goggles in all kinds of styles have been found across Arctic regions in Alaska, Canada, Siberia, and Greenland. What is interesting to consider is that all these people from diverse geographic regions either came up with the idea at the same time or had regular contact with one another. It is most likely that someone created a pair of snow goggles, and they quickly caught on. Soon everyone was wearing a variety of the special glasses. Beaded and fur-lined metal snow goggles have been found in Siberia. Wood, bone, antler, and leather ones have been found across the other locations.



An Unusual Design

- 8 The native peoples hand carved or formed these goggles using whatever materials they had in their possession. Since the goggles needed to fit precisely in order to block out as much light as possible, people carved them to fit the face of the person who would be wearing them. Once the goggles were carved, a slit was cut for the eyes. People often painted the inside of the goggles with black soot from fires or even a gunpowder-and-oil mixture. This was an effort to block out even more of the light. The black paint is akin to black streaks that football players paint under their eyes to reduce glare on the playing field.

Effective Eyewear

- 9 In some ways these snow goggles are a more effective form of eyewear than modern sunglasses. The ancient snow goggles do not have any lenses to fog up like modern glasses do. They are also extremely durable. A pair of glasses carved out of bone is less likely to break than those made out of flimsy plastic.
- 10 Another benefit of these goggles was their ability to serve as corrective lenses for some people. The thin slits actually focus light in a narrow band, which allows faraway objects to appear sharper. This helps improve the vision of those who can see things close up but struggle to see objects that are far away.
- 11 The native peoples of the Arctic region found a solution to experiencing snow blindness by using snow goggles. Artifacts give insight into ancient cultures. These goggles show a design that required logic and imagination to create.

Grade 8 Reading Extended Constructed Response

Prompt

Read the article "Seeing in a Sea of Snow." Based on the information in the article, write a response to the following:

Explain what the invention of snow goggles reveals about ancient cultures.

Write a well-organized informational composition that uses specific evidence from the article to support your answer.

Remember to —

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the selection in your response
- use correct spelling, capitalization, punctuation, and grammar

Manage your time carefully so that you can —

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

Write your response in the box provided.

Grade 8 Reading Passage with Extended Constructed Response

Informational Writing Rubric

Score Point	Organization and Development of Ideas
3	<ul style="list-style-type: none">• Controlling idea/Thesis is clear and fully developed The controlling idea/thesis is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow.• Organization is effective A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the controlling idea/thesis. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways.• Evidence is specific, well chosen, and relevant The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the controlling idea/thesis. For pairs in grades 6 through EII, evidence is drawn from both texts. The response reflects a thorough understanding of the writing purpose.• Expression of ideas is clear and effective The writer's word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer's ideas and contribute to the overall quality of the response and the clarity of the message.
2	<ul style="list-style-type: none">• Controlling idea/Thesis is present and partially developed A controlling idea/thesis is presented, but it may not be clearly identifiable because it is not fully developed. The focus may not always be consistent and may not always be easy to follow.• Organization is limited A purposeful structure that includes an introduction and conclusion is present. An organizational structure may not be consistent and may not always support the logical development of the controlling idea/thesis. Sentence-to-sentence connections and clarity may be lacking.• Evidence is limited and may include some irrelevant information The response may include text-based evidence to support the controlling idea/thesis, but it may be insufficiently explained, and/or some evidence may be irrelevant to the controlling idea/thesis. For pairs, evidence is drawn from at least one of the texts. The response reflects partial understanding of the writing purpose.• Expression of ideas is basic The writer's word choice may be general and imprecise and at times may not convey the writer's ideas clearly. Sentences and phrases are at times ineffective and may interfere with the writer's intended meaning and weaken the message.

<p>1</p>	<ul style="list-style-type: none"> • Controlling idea/Thesis is evident but not developed A controlling idea/thesis is present but not developed appropriately in response to the writing task. • Organization is minimal and/or weak An introduction or conclusion may be present. An organizational structure that supports logical development is not always evident or is not appropriate to the task. • Evidence is insufficient and/or mostly irrelevant Little text-based evidence is presented to support the controlling idea/thesis, or the evidence presented is mostly extraneous and/or repetitious. Explanation of any evidence presented is insufficient and may be only vaguely related to the writing task. For pairs in grades 6 through EII, evidence is drawn from only one text. The response reflects a limited understanding of the writing purpose. • Expression of ideas is ineffective The writer's word choice is vague or limited and may impede the quality and clarity of the essay. Sentences and phrases are often ineffective, interfere with the writer's intended meaning, and impact the strength and clarity of the message.
<p>0</p>	<ul style="list-style-type: none"> • A controlling idea/thesis may be evident. • The response lacks an introduction and conclusion. An organizational structure is not evident. • Evidence is not provided or is irrelevant. The response reflects a lack of understanding of the writing purpose. • The expression of ideas is unclear and/or incoherent. <p><i>Please note that if a response receives a score point 0 in the Development and Organization of Ideas trait, the response will also earn 0 points in the Conventions trait.</i></p>

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Score Point	Conventions
2	<p>Student writing demonstrates consistent command of grade-level-appropriate conventions, including correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has few errors, but those errors do not impact the clarity of the writing.</p>
1	<p>Student writing demonstrates inconsistent command of grade-level-appropriate conventions, including limited use of correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has several errors, but the reader can understand the writer's thoughts.</p>
0	<p>Student writing demonstrates little to no command of grade-level-appropriate conventions, including infrequent use of or no evidence of correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has many errors, and these errors impact the clarity of the writing and the reader's understanding of the writing.</p>

Sample Student Responses

Score Point 0

Response 1

Today we have many things we didn't have before. Those are better houses, cars, cell phones and more. But there is something that we have today that is similar to something other people had before. Those are sunglasses and snow goggles.

Sunglasses and snow goggles are similar because they both protect the wearers eyes from something bright. But snow goggles are mainly for snow covered mountains. Snow glasses could be how we got the idea of sunglasses. Snow goggles were most likely made by ancient cultures. But if the idea of getting sunglasses from snow goggles is true then it could be possible we got ideas from other people.

Native people have made igloos before out of snow. Maybe this gave someone an idea for a house. For an example maybe they made it to where its warmer than other because the place there at is cold. Another could be the clothing people in freezing temperature wear. They wear thick, heavy clothing most likely made out of animals. This could of gave someone an idea for a coat.

The reason I find this interesting is because the things we have today could of been something similar before. These are just a few examples of ideas we could of gotten from others. What do you think we got some ideas of the things we have today?

Organization and Development of Ideas: 0

In this response, the writer does not present a valid thesis but rather comments on "ideas we could of gotten from others." The writer does not use a consistent or purposeful organizational structure and, instead, summarizes general information from the passage without addressing the prompt. The response does not address what the invention of snow goggles reveals about ancient cultures, and as a result, the summarized details and text references do not offer relevant evidence. The expression of ideas is sometimes incoherent ("Another could be the clothing people in freezing temperature wear"). 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

They thought that making the little slit in goggles would help them go threw the snow without being blinded by the sun. They made the goggle of bone to make it super long lasting.

Organization and Development of Ideas: 0

A thesis is not evident. Two text-based details about making the goggles are presented ("They thought that making the little slit . . ."; "They made the goggle of bone . . .") without a statement that answers the prompt. An organizational structure is not evident. The evidence is irrelevant because it relates only to the process of making the goggles, without a clear idea of what the invention reveals about ancient cultures. 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

ancient people used bone and metals to make the goggles last longer and more durable. wich shows how smart they really were. they put tiny slits in the goggles along with black oil so that it blocks as much sun light as possible.

Organization and Development of Ideas: 1

The writer presents the thesis that “ancient people used bone and metals to make the goggles last longer and more durable. wich shows how smart they really were.” The response does not have an appropriate organizational structure to support the thesis. Evidence is relevant and focused, but development is insufficient as there is minimal explanation provided along with the limited textual details. The expression of ideas is ineffective partly due to limited word choice. The response reflects a limited understanding of the writing purpose.

Conventions: 0

The writing demonstrates little to no command of grade-level-appropriate conventions, including no use of capital letters to begin sentences. The presence of a dependent clause as a complete sentence is also incorrect (“wich shows how smart they really were”). There are proportionally many errors, and these errors impact the clarity and the reader’s understanding of the writing.

Response 2

Native people made snow googles where made in an attempt to help eachother to not take as much eye damage. Stated in the ariticle the reason native americans made snow goolges was to prevwnt the individual or group to adapt we into the artic and back then you where not able to just get snow googles they had to hand make them one priority that was needed them to get the percises fitting on the perso so that they where able to make the eye slit as fiting as possable as well to not get as much light they painted the inside with "black soot from fire or even gunpowder and oil mixtures they where very afective not also to help people not go blind but to also help some users ability to see beter aslo stated on the article"the thin slits actualy focus light into a narrow band, which allows farway object to appear sharper" wich can have a multi use

Organization and Development of Ideas: 1

The response includes a thesis ("Native people made snow googles where made in an attempt to help eachother to not take as much eye damage") that addresses the task with the concept of people helping each other as an overarching idea. Although an introductory sentence consisting of the claim is present, a consistent organizational strategy that supports logical development is missing, and phrases from the text are paraphrased or copied into the response without explanations or transitional phrases, which impedes development. Limited evidence from the text focuses on the goggles ("get the percises fitting on the perso so that they where able to make the eye slit as fiting as possable as well to not get as much light they painted the inside"). The expression of ideas is sometimes awkward or unclear. The response reflects a limited understanding of the writing purpose.

Conventions: 0

The writing demonstrates little command of grade-level-appropriate conventions, including numerous spelling errors ("googles," "where [were]," "atempt," "ariticle," "prevwnt [prevent]," "artic [Arctic]," "percises [precise]," "perso [person]," "possable [possible]," "afective [effective]," "beter [better]," "aslo [also]," "actualy [actually]," "farway [far away]," "wich [which]"). In addition, there is little to no use of correct sentence structure. No periods are used after the first sentence, making the writing difficult to follow. These many errors impact the clarity of the writing and the reader's ability to understand the writer's thoughts.

Score Point 2

Response 1

This article shows that the natives had a very clever way of helping them see in the Artic. this time period has looked upon those artifacts and improved them a little more. All though the artifacts have some better quilaties then the ones we use now we still have room for improvement. In the section effective eyewear and in paragraph 9 it says that the artifacts were extremly durable and that the glasses were carved out of a very strong bone and less likely to break than thoses made out of flimsy plastic.

Organization and Development of Ideas: 1

The writer presents the thesis that **"This article shows that the natives had a very clever way of helping them see in the Artic,"** but it is minimally developed. The introduction is limited to the thesis, and no conclusion is offered, which contributes to a weak organizational structure. Limited text-based evidence supports the thesis (**"it says that the artifacts were extremly durable and that the glasses were carved out of a very strong bone and less likely to break than thoses made out of flimsy plastic"**), but the supporting explanation is not sufficient. Expression of ideas is sometimes ineffective because word choice is vague (**"this time period has looked upon those artifacts and improved them a little more. All though the artifacts have some better quilaties then the ones we use now we still have room for improvement"**). Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 1

In this response, the writer demonstrates an inconsistent command of grade-level-appropriate conventions. Sentences are formed correctly, with one capital letter missing (**"this"**). One complex sentence is missing a comma (**"All though the artifacts have some better quilaties then the ones we use now[,] we still have room for improvement"**). Errors in spelling are present (**"Artic," "apon [upon]," "All though," "quilaties [qualities]," "extremly," "thoses"**), but the reader can understand the writer's thoughts.

Response 2

Natives people had to adapt to the snowy life and it might be hard but the way that they made it easy for themselves is making snow googles, they made snow googles to help them see better in the snow and to block the sun anyway from their eyes because it could cause permanet damage and even anywhere they went it made an inpact on their lives for a better one, but it also made an inpact on the past and the ancient cultures because from over the northern artics there has been snow googls found from 4,000 years ago which makes them that old, but no one really knows when the first invention of the snow googles were made just people in the artics had to help themselves figure out a better way for them see better in the snow and make it easier too and since people from over 1,000 years ago made them,the navites people could have followed, because many people assume that the snow googls were made and one after the other the snow googls were made too so the invention has been around for a little bit and natives had to make the snow googles themselves which is interesting but they had it done, the way that tey made the googles were from anceint cultures and followed the designs from it that requiried logic and imagination to create. The googles had been used in the anceint cultures and had benefit the modern day googles ands even sun glasses and even though it has been some time the googles design is still being used today. The sunglasses now that are being used that is is what the snow googles were to the natives people and to the ancient culture it helped them and made an inpact on todays lives and even for the natives people.

Organization and Development of Ideas: 2

The writer presents a thesis ("the way that tey made the googles were from anceint cultures and followed the designs from it that requiried logic and imagination to create") just before the essay's conclusion, but it is only partially developed. Organization is limited as a logical sequence of ideas is not always present. The writer includes paraphrased text-based information ("to help them see better in the snow and to block the sun anyway from their eyes because it could cause permanet damage"; "The googles had been used in the anceint cultures and had benefit the modern day googles"; "and even though it has been some time the googles design is still being used today"), but it is not always sufficiently explained. Expression of ideas is basic with some sentences and phrases that are ineffective ("many people assume that the snow googls were made and one after the other the snow googls were made"; "and followed the designs from it that requiried logic and imagination"). This interferes with the writer's intended meaning and weakens the message. The response reflects a partial understanding of the writing purpose.

Conventions: 0

The writing demonstrates little to no command of grade-level-appropriate conventions, primarily due to a lack of correct sentence construction throughout the response. The first run-on sentence consists of numerous clauses separated by commas rather than correct sentence boundaries. Subsequent sentences contain incorrect grammar and many errors in wording ("The sunglasses now that are being used that is is what the snow googles were to the natives people and to the ancient culture it helped them and made an inpact on todays lives and even for the natives people"). Spelling errors ("googles [goggles]," "ayway [away]," "permanet," "inpact," "navites," "tey," "anceint"), adjective errors ("Natives people"), and missing apostrophes ("todays") create a density of errors that interfere with the clarity of the response and the reader's understanding of the writer's thoughts.

Score Point 3

Response 1

The invention of snow goggles tell us that ancient cultures were very intelligent. They developed new ways to protect their eyes from snow blindness. The invention of the sun goggles is actually much better than modern day sunglasses because they protect your eyes from the sun, and can also improve your vision.

Organization and Development of Ideas: 1

A thesis is presented ("The invention of snow goggles tell us that ancient cultures were very intelligent") but is only minimally developed. The thesis sentence serves as an introduction, but there is no conclusion. Limited text-based evidence supports the thesis ("The invention of the sun goggles is actually much better than modern day sunglasses because they protect your eyes from the sun, and can also improve your vision"), but there is no supporting explanation provided. The writing is concise, but the expression of ideas is ineffective due to a lack of clarity about how the invention of snow goggles demonstrates specific qualities of the people in ancient cultures. The response reflects a limited understanding of the writing purpose.

Conventions: 2

The writing demonstrates consistent command of grade-level-appropriate conventions, including correct punctuation, capitalization, grammar, and spelling. There is a subject-verb agreement error in the opening sentence ("The invention of snow goggles tell us"). Overall, the response has few errors, and those errors do not impact the clarity of the writing.

Response 2

Snow goggles reveal that Ancient Cultures had to adapt to the environment by inventing goggles that protect their eyes. Because of this problem ancient cultures had to use their imagination and logic to solve a solution that is vital for them to live in the arctic.

The problem is the sun is reflecting off the snow and into people's eyes. This is very harmful to the native culture's eyes and can cause blindness.

The solution to the problem is to block out the sunlight. If the sunlight is not hitting your eyes then there is no way you can become blind.

The native cultures are now designing goggles to protect their eyes. They made it from wood, bones, antlers and more. They would carve it to fit their face perfectly. This is to limit the sun getting through the goggles. Then they would carve into the material and create slits for the eyes. This is how they made their goggles. It is very durable and does not fog up because there is no lens.

Because ancient arctic cultures created this invention, they did not have to worry about their eyes anymore. They used logic and imagination to fix a major problem and they saved many eyes.

Organization and Development of Ideas: 2

A thesis is presented ("Because of this problem ancient cultures had to use their imagination and logic to solve a solution that is vital for them to live in the arctic"), and it is partially developed. The thesis statement serves as the introduction, and the thesis is reaffirmed in the conclusion. The writer uses a problem-solution organizational structure in the writing ("The problem is the sun is reflecting off the snow and into people's eyes"; "The solution to the problem is to block out the sunlight"). However, smooth progression is not always present between sentences, and there is limited use of transitional phrases. The thesis is partially supported with paraphrased text-based evidence. No additional insight or explanations are offered, and overall vocabulary is basic. The response reflects partial understanding of the writing purpose.

Conventions: 1

The response demonstrates inconsistent command of grade-level-appropriate conventions. Although some sentences in the response demonstrate sound sentence structure, there are some errors in sentence completion ("Because ancient arctic cultures created this invention"). There are a few spelling errors ("adapt [adapt]," "arctic," "antlers [antlers]," "does [does]," "ancient," "cultures"), a subject-verb agreement error ("goggles that protects"), and a missed apostrophe ("people's eyes"). There are also a few missing capital letters to begin sentences ("if the sunlight is not hitting your eyes . . ."). These errors are minor, and overall, do not impact the ability of the reader to understand the writer's thoughts.

Response 3

Wearing sunglasses, goggles, etc has always been somethin necessary in moder life but have you ever questioned were this invention may have come from?. Snow goggles were believed to have been made round 4000 years ago and were quite helpfull to the people in those times when dealing with lighth from the snow and the sun. I belive that the invention of snow goggles in the past reveals the pure creativity and ingenuity of past cultures and their use of limited matirials unlike today.

cultures back then would have had to be very clever and creative if they were able to develop such an inventios as the snow goggles. It states in paragraph 9 " They are also extremley durable. A pair of glasses carved out of bones is les likley to break than those made out of flimsy plastic." Bsed on this sentenc we can make infer that theyre durability was quite effective and well developed for such invention. Most sunglasses today are made out of plastic and lacked thing that the older goggles contained. we can conclude based on these two facts that it was a perfect invention for the time and made of some interesting matirials which we are going to be diving into now.

cultures in the past were quite resourcefull wit they're matirials as show with the parts combined to make the more ancient snow goggles. A good example of this is in paragraph 8 were it states " Once the goggles were carved, a slit was cut for the eyes. People often painted the inside of the goggles with black soot from fires or even a gunpowder-and-oil mixture. This was an effort to block out even more of the lighth." These sentences show great use of limited matirila. WE also stated in the old paragraph that they were made of bones which is another unlikley matirial they put to good use. overall they were very sart with they inventions as ancient civilacation and using strategies agains lighth that we implement in the modern day.

In conclusion ancient cultures were quite knoedgablewith theyre sorounding and used this to theyre advantage to creat quite a smart invention. To summarize we learned that they were creative with theyre invention and even had a process of making it, and were quite resourcefull with the matirials they had at hand. To finalize i don't thnk We give past cultures the respect they deserve for their cleveress, so dont overlook the past for it has been these creative culture that make now a more advanced modern world.

Organization and Development of Ideas: 3

In this response, the writer provides a clearly identifiable thesis at the end of the introduction ("I believe that the invention of snow goggles in the past reveals the pure creativity and ingenuity of past cultures and their use of limited materials"). A purposeful structure that includes an effective introduction and conclusion ("In conclusion ancient cultures were quite knowledgeable with their surrounding and used this to their advantage to create quite a smart invention"; "and were quite resourceful with the materials they had at hand") is evident. The organizational structure is appropriate and effectively supports the development of the thesis. The writer provides relevant text evidence from the article ("They are also extremely durable. A pair of glasses carved out of bones is less likely to break than those made out of flimsy plastic"; "Once the goggles were carved, a slit was cut for the eyes. People often painted the inside of the goggles with black soot from fires or even a gunpowder-and-oil mixture. This was an effort to block out even more of the light") and clearly explains the evidence ("Based on this sentence we can make infer that their durability was quite effective and well developed for such invention"; "cultures in the past were quite resourceful with their materials as show with the parts combined to make the more ancient snow goggles"; "they were very smart with their inventions as ancient civilization and using strategies against light that we implement in the modern day"). Almost all sentences and phrases are effectively crafted to convey the writer's ideas ("we can conclude based on these two facts that it was a perfect invention for the time and made of some interesting materials which we are going to be diving into now"). Overall, the response reflects a thorough understanding of the writing task.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. The response contains errors in sentence construction, including run-on sentences ("A good example of this is in paragraph 8 where it states ' Once the goggles were carved' "). There are punctuation errors throughout the response ("Based on this sentence[,] we can," "they[']re," "don[']t"), a lack of proper capitalization in some paragraphs ("To finalize i[I] don't think W[w]e give"), and grammatical errors ("were [where]," "they're [their]," "for such [an] invention," "lacked thing [lack things]," "they [their]"). In addition, there are numerous misspellings ("light [light]," "materials [materials]," "civilization [civilization]," "cleverness [cleverness]"). 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

Throughout history, people in the Arctic region have always thought of new ways to live in the freezing harsh environment. Snow goggles were an invention they created to stop photokeratitis, when an eye gets damaged by ultraviolet light from the snow. Snow goggles, an invention created by the Native group from the Arctic to prevent photokeratitis, however, reveal a lot about the Native tribes back then.

The invention of snow goggles is unknown, but it is known that they were made a long time ago to survive in the Arctic region. Prior to their invention, Natives may have suffered from photokeratitis, which explains why they were so careful on creting snow goggles. With caution and steadiness, they crafted these goggles to protect themselves from the blinding snow, proving their intelligence and survival skills.

In conclusion, Native tribes from the Arctic region were very cautious of their inventions, and very smart about how to craft them. They have worked hard to maintain their survival in the cold, and I hope we may acknowledge this more often.

Organization and Development of Ideas: 2

The writer offers a clear thesis that "With caution and steadiness, they crafted these goggles to protect themselves from the blinding snow, proving their intelligence and survival skills." An introduction and conclusion are present which reinforce the thesis ("In conclusion, Native tribes from the Arctic region were very cautious of their inventions, and very smart about how to craft them. They have worked hard to maintain their survival in the cold"). An organizational structure is limited as ideas within the paragraphs are random ("The invention of snow goggles is unknown, but it is known that they were made a long time ago . . . Prior to their invention, Natives may have suffered"). The writer includes relevant details from the text ("Snow goggles were an invention they created to stop photokeratitis, when an eye gets damaged by ultraviolet light from the snow"). Although some ideas are repetitious ("Snow goggles, an invention created by the Native group from the Arctic to prevent photokeratitis, however, reveal a lot about the Native tribes back then"; "The invention of snow goggles is unknown, but it is known that they were made a long time ago to survive in the Arctic region. Prior to their invention, Natives may have suffered from photokeratitis"), these ideas support the partial development of the thesis. The writer's expression of ideas is basic ("very smart about how to craft them"). Overall, the response reflects partial understanding of the writing purpose.

Conventions: 2

The response demonstrates consistent command of grade-level-appropriate conventions, including punctuation, capitalization, and grammar. Although a single spelling error is present ("creting [creating]"), it does not impact the clarity of the writing.

Response 2

Well back in the actiant times native people of the artic rode throught alot of snow. Give they couldn't see in the snow so they came up with somthing very smart, intellagent, remarcable, amazing also somthing we use every day now in the artic. They decided to make snow goggles.For riding throught snow or for blizzared.

The natives made sure the googles fit perfectly to the person who was going to be wearing it. They made sure to size it right and then cut the slits in for the eyes so they had the perfect shape. They were made then on the inside were painted with gunpowder-and-oil mixture or black shoot from fires,so it would keep out more light then it already does. The black paint used on the goggles is the smae black paint football players use to put on under their eyes so the glare on the field will reduce alittle bit. These eyewear are also way more affective even now with all this new eyegear and stuff. They are also alittle safer they dont have lincos so they dont fog up. They arnt made out of plastic so they dont brake. They are also good for the eyes site. The slits in the goggles actully focas a narrow plath. Which also alows faraway things to apper sharper and closer to the person.That helps the vision improve.

These native people made away to live in the snow and help them selfs to googles they made for snow.These great artifacts maybe the people now can learn how to make the googles they did it might improve alot of things actully. The logic in thoses goggles is just so great and immaginative. If we learnd how to mae these it might improve are system now you know? But what do you think should we try and recreat acient natives that lived in the artic snow goggles or just keep what we have going right now?

Organization and Development of Ideas: 3

A thesis that snow goggles show that the ancient cultures were highly intelligent is strongly implied ("Give they couldn't see in the snow so they came up with somthing very smart, intellagent, remarcable, amazing also somthing we use every day now in the artic"; "The logic in thoses goggles is just so great and immaginative"). A purposeful structure that includes a meaningful introduction and conclusion is present, and ideas progress logically. Evidence is specific, well-chosen, and relevant to the creation of the goggles ("The natives made sure the googles fit perfectly to the person who was going to be wearing it") and consistently supports the thesis idea of creating something smart and imaginative ("cut the slits in for the eyes so they had the perfect shape"; "They were made then on the inside were painted with gunpowder-and-oil mixture or black shoot . . . so it would keep out more light"; "The slits . . . focas a narrow plath"). Although some general language ("all this new eyegear and stuff") weakens clarity at times, almost all sentences convey the writer's ideas ("These great artifacts maybe the people now can learn how to make the googles they did it might improve alot of things actully"). Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 1

The writing demonstrates inconsistent command of grade-level-appropriate conventions, including frequent but often minor errors in spelling ("actiant [ancient]," "artic," "throught," "somthing," "intellagent," "remarcable," "blizzared," "googles," "shoot [soot]," "linces [lenses]," "brake [break]," "eyes site [eyesight]," "actully focas," "plath," "alows," "apper," "them selfs," "immaginative," "learnd," "recreat acient"). Usage errors ("googles . . . it [them]," "then [than]") and missing punctuation ("dont," "arnt") are present alongside correct contractions ("couldn't"). A dependent clause creates an incomplete sentence ("For riding throught snow or for blizzared"). A run-on sentence is also present where a conjunction is missing ("They are also alittle safer[, since] they dont have linces so they dont fog up"). The response has several errors, but the reader can understand the writer's thoughts.

Score Point 5

Response 1

Have you ever gone to a history class, and wondered, whats the point of this? What is learning about past objects or lives going to help me do? Well, I have an answer and a very specific example. One reason is that studying the past can give you insight to the cultures and ways of life many years back. To add on to this, it also gives you insight to the evolution of humans.

Snow goggles were made over 4,000 years ago. At least the first ones we have found in the artic are. When someone looks at a snowy area, the sun reflects off of the snow and into your eyes. This can cause sunburn and serious damage to your eyes. The native people of the Artic (Aleut, Inupoat, Yuit, Tlingit, and Haida) faced this problem. In fact, to stop this from happening they invented the first snow goggles. These were like modern day sunglasses but more durable and more effective. Most goggles were made out of wood, bone, antler, and leather and were hand carved to fit one specific person. They then had black soot put into the goggles to block out more sun. This shows that many natives are smarter than we think and very problem solvers as well.

Humans have always been inventors and naturally curious creatures. This is no different, especially when it comes to our history and past cultures. We may have more inventions or fancier ones, but they are inventions all the same. We have developed, but are the same. Like back then when the first snow goggles were made. They were made to solve a problem and shows the creativity and intelligence of past cultures. We, even now, have branched off of the idea of snow goggles and made sunglasses, modern day snow goggles, etc.

Humans stay the same, but will always change. We reveal things such as how ancient cultures relate to anything now. Even snow goggles reveal our natural curiosity as humans and how people in the past worked to make new objects and make life easier. It shows that we were problem solvers, and had set the bar for the future very high.

Organization and Development of Ideas: 3

This response includes a clear thesis that is stated in the third paragraph ("They were made to solve a problem and shows the creativity and intelligence of past cultures"). A purposeful structure that includes an effective introduction with the use of rhetorical questions ("What is learning about past objects or lives going to help me do? . . . gives you insight to the evolution of humans") and an effective conclusion ("Even snow goggles reveal our natural curiosity as humans and how people in the past worked to make new objects and make life easier. It shows that we were problem solvers, and had set the bar for the future very high") is evident. The response includes relevant text-based evidence that supports the thesis ("Most goggles were made out of wood, bone, antler, and leather and were hand carved to fit one specific person. They then had black soot put into the goggles to block out more sun"). Almost all sentences and phrases are effectively crafted to enhance the writer's ideas and contribute to the overall clarity of the message ("Humans have always been inventors and naturally curious creatures. This is no different, especially when it comes to our history and past cultures"). Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writing demonstrates consistent command of grade-level-appropriate conventions, including correct punctuation, capitalization, grammar, and spelling. One missed apostrophe ("whats") and one awkward phrase ("very problem solvers") do not impact the clarity of the writing.

Response 2

There is much to learn from different ancient cultures, some of these things include medicine, protection, architecture, but in this case there is one specific invention that demonstrated usefulness that easily combats that of its modern day counterpart. The invention of the snow goggles reveals that ancient cultures held the smarts to create items that solved their initial problem, as well others that may not have been present during their time.

"Another benefit of these goggles was their ability to serve as corrective lenses for some people."(Seeing in a Sea of Snow, paragraph 10) This shows that along with serving their intended purpose of protecting against snow blindness, this ancient culture's invention also aided those with bad vision and allowed them to see further away objects in a clear way.

"Many other snow goggles in all kinds of styles have been found across Arctic regions in Alaska, Canada, Siberia, and Greenland."(Seeing in a Sea of Snow, paragraph 7) One of the ideas proposed as to how this happened was that all of the people living in these places had regular contact with each other, if that is the case then it goes to show that the invention of the snow goggles also reveals that ancient cultures shared their creations and ideas leading to certain inventions being made and modified over a large span of places, each with their different customs, additions, or uses. This possible collaboration is something that should be noted because it explains how the snow goggles could be found in so many different places.

All together, with all information provided, it is apparent that the invention of these snow goggles reveal ancient culture to be flooded with knowledge, skills, and inventions that are on par with modern day creations as well as solve modern day problems.

Organization and Development of Ideas: 3

The writer states a clear thesis that "The invention of the snow goggles reveals that ancient cultures held the smarts to create items that solved their initial problem, as well others that may not have been present during their time." The writer uses a purposeful structure that includes an effective introduction and conclusion ("it is apparent that the invention of these snow goggles reveal ancient culture to be flooded with knowledge, skills, and inventions that are on par with modern day creations as well as solve modern day problems") that supports the development of the thesis. The writer includes relevant text-based evidence that is clearly explained and consistently supports and develops the thesis ("This shows that along with serving their intended purpose . . . to see further away objects in a clear way"; "the invention of the snow goggles also reveals that ancient cultures shared their creations and ideas leading to certain inventions being made and modified over a large span of places, each with their different customs, additions, or uses"). The writer's word choice is purposeful and enhances the response ("combats . . . its modern day counterpart"; "ancient culture to be flooded with knowledge . . . that are on par with modern day creations"). Overall, the response reflects a thorough understanding of the writing task.

Conventions: 2

The writing demonstrates consistent command of grade-level-appropriate conventions, including correct punctuation, capitalization, grammar, and spelling. Although there are a couple of run-on sentences (“There is much to learn from different ancient cultures, some of these . . .”; “One of the ideas proposed as to how this happened was that all of the people living in these places had regular contact with each other, if that is the case then it goes to show that . . .”), 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

Meaning that he trying to go snowing but its gonna be a snow storm soon or later. Everything was good he still went snowing and he had fun but then he got caught in a snow storm so everythiung wasnt looking good for him. So after all that everyone had a feeling that they was going to die but they didnt. everyone still snowing away from the snow storm because they dont wanna get injured by anything. End of the story snowbording is fun and people should try snowboarding and try and have fun. Try new things to have fun and get use to.

Response 2

over the past year there has been so many type of goggles in the world eather for the snow or dirt or even to use while doing a science expiriment. the snow goggles are used for when its snowing you need to use them because then snow can damage your eye. the goggles that are used for the dirt they are just to protect your eyes or when you go ride a motocycle you have to use them because then you can get dirt in your eyes and it can damage your vision and some goggles are even made to go under water or when you do a science expiriment you have to use goggles because any chemical can get into your eyes and you can get blind from it.

Grains of Sand

Characters

MAURA: *Belinda's best friend*

JORGE: *Robert's best friend*

ROBERT: *School football player*

BELINDA: *School news reporter*

SCENE 1

- 1 *[Setting: Midmorning at a beach. Ocean waves and laughter are heard offstage. Maura, Jorge, Robert, and Belinda meet center stage, carrying garbage bags for a beach cleanup. Belinda and Jorge hunt for garbage. Meanwhile, Robert and Maura toss a football back and forth.]*
- 2 **MAURA:** *[To Robert and Belinda.]* Are you two *still* fighting?
- 3 **JORGE:** *[Eagerly picking up trash and placing it in his bag.]* Please, just apologize already!
- 4 **ROBERT AND BELINDA:** *[Together.]* NEVER!
- 5 **ROBERT:** Belinda started it!
- 6 **BELINDA:** *[To Robert.]* Actually, you did!
- 7 **ROBERT:** *[Motioning for Maura to toss him the ball.]* I'm leaving!
- 8 **BELINDA:** Me too!
- 9 *[Belinda and Robert exit, storming off in opposite directions.]*
- 10 **MAURA:** *[Fanning herself.]* To be honest, I forgot what they're fighting about.
- 11 **JORGE:** Well, the way I heard it . . .
- 12 *[The lights dim and fog drifts in from offstage. A spotlight focuses downstage right, where Belinda, wearing a camera around her neck and holding a newspaper, sits down and starts reading.]*
- 13 **BELINDA:** Brilliant reporting, if I do say so myself!
- 14 *[Robert, on crutches, hobbles into the spotlight.]*
- 15 **ROBERT:** *[Angrily.]* I can't believe you wrote about the importance of resting and rehabbing ankle sprains before returning to a sport! Coach benched me!
- 16 **BELINDA:** I'm not the reason you're not playing. You can't put weight on your ankle.
- 17 **ROBERT:** How would you know?

- 18 **BELINDA:** You're using crutches! [*Vigorously waving the newspaper.*] Plus it's in the paper!
- 19 **ROBERT:** [*Smirking.*] Well, I'm better now, and I wrote an article myself. It's about how printing the school newspaper costs too much money!
- 20 **BELINDA:** [*Aghast.*] You didn't!
- 21 **ROBERT:** I did! Just submitted it. Your adviser liked it. She's talking about publishing the paper only once a month now.
- 22 **BELINDA:** [*Throwing down her newspaper and running offstage.*] Noooo!
- 23 [*Robert follows her. The spotlight fades, and the lights return to Jorge and Maura, center stage.*]
- 24 **MAURA:** Ah, I remember now. Have you come up with a plan to get them talking to each other again?
- 25 **JORGE:** Yes! We need to trick them into believing the other one wants to apologize first.
- 26 **MAURA:** I like where you're going with this, but how?
- 27 **JORGE:** Here's the plan!
- 28 [*They huddle together as the lights fade.*]

SCENE 2

- 29 [*It is afternoon at the beach. The lights come up on a sand dune center stage. The dune is large enough to hide behind. Belinda sits behind it; only her feet are visible, digging into the sand.*]
- 30 **BELINDA:** Robert is infuriating!
- 31 [*Maura and Jorge enter, both wearing earnest expressions. They pretend not to see Belinda but speak loudly to make sure she hears. Belinda peeks out from behind the dune but stays hidden.*]
- 32 **MAURA:** Robert just told me he wants to apologize to Belinda. He said he misses hanging out with her and wishes he had never written that article.
- 33 **JORGE:** Do you think she'll forgive him?
- 34 **MAURA:** Belinda is amazing, but sometimes she is so focused on the facts, she comes across as a bit callous, forgetting to focus on people's feelings.
- 35 **JORGE:** I hope they can work things out. [*Checks his watch.*] It's late. We had better start heading back.
- 36 [*Maura and Jorge exit. Belinda steps out from behind the sand dune.*]

- 37 **BELINDA:** [*Shocked.*] Robert wants to apologize? If he is not mad anymore, I guess I shouldn't be either. And Maura was right. I didn't think about how he felt, having to sit out with an injury. He loves football, and I never asked how he was feeling. What a lousy friend. And, in all fairness, his point about the newspaper wasn't wrong. [*Pause.*] I'll go find him now!
- 38 [*Belinda exits stage left. Robert enters stage right. He sits down behind the sand dune. Only his hands are visible, picking up scoops of sand and letting the grains fall through his fingers.*]
- 39 **ROBERT:** Belinda is infuriating!
- 40 [*Jorge and Maura enter, speaking loudly and pretending not to notice Robert peering from behind the sand dune.*]
- 41 **JORGE:** Belinda just told me that she wants to apologize to Robert. She wishes she hadn't been so inconsiderate, and she misses hanging out with him.
- 42 **MAURA:** Do you think he'll forgive her?
- 43 **JORGE:** Robert is an amazing guy. But sometimes, he has trouble apologizing because he sees everything as a competition. Apologizing seems like a loss for him, especially if his feelings have been hurt too.
- 44 **MAURA:** I'll be upset if they can't work things out. [*Checks time.*] We had better head back. It's getting late.
- 45 [*Jorge and Maura exit. Robert steps out from behind the sand dune.*]
- 46 **ROBERT:** [*Surprised.*] Can it be true? Belinda wants to apologize? I guess Jorge is right. I was angry because I wanted some sympathy, not some statistics from her research. I wrote my article to upset her, and it worked. But upsetting her made me feel worse, not better. If I'm being honest, her article was pretty good too. [*Pause.*] I'm going to go find her and see if we can make things right.
- 47 [*Belinda enters.*]
- 48 **BELINDA:** I was looking for you.
- 49 **ROBERT:** Me too. I have something I want to say.
- 50 **BELINDA:** Me too.
- 51 **ROBERT AND BELINDA:** [*Together.*] I'm sorry!
- 52 **BELINDA:** [*Relieved.*] Friends again?
- 53 **ROBERT:** Friends!
- 54 **BELINDA:** [*Pleased.*] Apologizing felt surprisingly . . . good.
- 55 **ROBERT:** Yeah. It did.

Grade 8 Reading Language Arts
Constructed-Response Scoring Guide

56 **BELINDA:** I see Jorge and Maura over there, heading back to the bus. Should we catch up with them?

57 **ROBERT:** I'll race you!

58 **BELINDA:** You're on!

59 [*Lights fade to black.*]

Grade 8 Reading Short Constructed Response

Prompt

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

How does the playwright's use of flashback in scene 1 contribute to the development of the plot? Support your answer with evidence from the play.

Item-Specific Rubric

Score: 2

A complete response will provide, but is not limited to, one of the following responses about how the playwright's use of flashback in scene 1 contributes to the development of the plot:

- It explains the reason that Belinda and Robert are having a conflict.

A complete response may include, but is not limited to, the following evidence cited or paraphrased from the text:

- **ROBERT:** [*Angrily.*] I can't believe you wrote about the importance of resting and rehabbing ankle sprains before returning to a sport! Coach benched me! (line 15)
- **ROBERT:** [*Smirking.*] Well, I'm better now, and I wrote an article myself. It's about how printing the school newspaper costs too much money! (line 19)

Evidence is accurately used to support the response.

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

Score: 1

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

A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer about how the playwright's use of flashback in scene 1 contributes to the development of the plot.

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 contributes the development of the plot because The first scene started and the beach so the second one did too.

In this response, the writer offers a vague answer ("It contributes the development of the plot because The first scene started and the beach so the second one did too"). This response does not answer how the playwright's use of flashback in scene 1 contributes to the development of the plot. In addition, text evidence is not provided.

Response 2

The way it contributes to the development is because it leads to both of them realizing that they need to apologize to each other.

In this response, the writer does not offer an accurate answer about how the playwright's use of flashback in scene 1 contributes to the development of the plot ("because it leads to both of them realizing that they need to apologize to each other"). This answer does not receive credit because it suggests that the use of flashback is what causes the characters to realize they need to apologize as opposed to addressing the conflict between Robert and Belinda. In addition, textual evidence is not provided.

Response 3

The playwrights use of flashback contruibutes because. It helps set the scene up to know where the story takes place. I know this because the text says "Carrying garbage bags for beach cleanup." Telling us there at the beaches.

In this response, the writer does not offer an accurate answer about how the playwright's use of flashback in scene 1 contributes to the development of the plot. Instead, the writer only describes the setting and does not answer the question in relation to the flashback ("It helps set the scene up to know where the story takes place"). The text evidence provided ("Carrying garbage bags for beach cleanup") does not receive credit because it does not clearly support the question.

Response 4

The flashback in scene one helps contribute to the development of the plot by giving and idea to the reader where and what is happening. As one can see on scene 1, "Midmorning at a beach, Maura, Jorge, Robert, and Belinda meet center stage, carrying gabage gabs for a beach cleanup.". This shows exactly where and what their doing in the beginnging of the story, and how it contributes to the development of the play.

In this response, the writer does not offer an accurate answer about how the playwright's use of flashback in scene 1 contributes to the development of the plot. Instead, the writer addresses how the flashback describes the setting ("by giving and idea to the reader where and what is happening"). Although text evidence ("Midmorning at a beach, Maura, Jorge, Robert, and Belinda meet center stage, carrying gabage gabs for a beach cleanup") is provided, the writer addresses the setting and not the playwright's use of flashback.

Score Point 1

Response 1

It shows how Belinda and Robert were angry at each other in the first place. They both are angry at each other because they both did something pretty mean to each other.

In this partial response, the writer offers an accurate answer about how the playwright's use of flashback in scene 1 contributes to the development of the plot ("It shows how Belinda and Robert were angry at each other in the first place"). The second sentence is repetitious and does not include text evidence from the play to support the answer.

Response 2

The use of flashback allows the reader to know the conflict and what caused it.

In this partial response, the writer offers an accurate answer about how the playwright's use of flashback in scene 1 contributes to the development of the plot ("The use of flashback allows the reader to know the conflict and what caused it"). However, no text evidence is provided.

Response 3

The playwright's use of flashback in scene 1 contribute to the development of the plot by giving the reader a background of what had happened before Robert and Belinda had got in to another conflict. If the flashback in scene 1 never happened then the reader wouldn't understand the story because they wouldn't know why Belinda and Robert were already mad at each other and that would affect the plot by there being no rising action. So that's why Maura and Jorge had to make a plan to get them to start talking to each other again.

In this partial response, the writer offers an accurate answer about how the playwright's use of flashback in scene 1 contributes to the development of the plot ("by giving the reader a background of what had happened before Robert and Belinda had got in to another conflict"). Additional explanation is provided ("If the flashback in scene 1 never happened then the reader wouldn't understand the story because they wouldn't know why Belinda and Robert were already mad at each other . . . had to make a plan to get them to start talking to each other again"); however, the writer does not provide text evidence from the play to support the answer.

Response 4

In line one of this playwright the flash back helps show what has happened recently before to make Robert and Belinda mad at each other. The text states“ Eagerly picking up trash and placing it in his bag, please just apologize already!.” This shows that neither of them will except to apologize and they are both still mad at eachother.

In this partial response, the writer offers an accurate answer about how the playwright’s use of flashback in scene 1 contributes to the development of the plot (“In line one of this playwright the flash back helps show what has happened recently before to make Robert and Belinda mad at each other”). Although the writer provides text evidence from the play (“Eagerly picking up trash and placing it in his bag, please just apologize already”), it does not support the answer stated.

Score Point 2

Response 1

How does the playwright use of flashback in scene 1 contribute to the development of the plot? it shows why robert and belinda might have beef in the past and why they are fight now in the furtue."I can't belive you wrote about the importance of resting coach benched me..... I worthe a artcile my self". The artcile was about how news paper cost too much.

In this complete response, the writer offers an accurate answer about how the playwright's use of flashback in scene 1 contributes to the development of the plot ("it shows why robert and belinda might have beef in the past and why they are fight now in the furtue"). The writer provides relevant text evidence from the play ("I can't belive you wrote about the importance of resting coach benched me..... I worthe a artcile my self") to support the answer stated.

Response 2

It shows you why they are fighting and gives you context to help you understand the story.
"I can't believe you wrote about the importance of wresting and rehabbing ankle sprains before returning to a sport! Coach Benched me!"

In this complete response, the writer offers an accurate answer about how the playwright's use of flashback in scene 1 contributes to the development of the plot ("It shows you why they are fighting and gives you context to help you understand the story") and provides relevant text evidence to support the answer ("I can't believe you wrote about the importance of wresting and rehabbing ankle sprains before returning to a sport! Coach Benched me!").

Response 3

The playwrights use of flashback in scene 1 contributed to the development of the plot by showing what Robert and Belinda are fighting over in the first place. In line 15 it says, "Coach benched me!" This helps the reader to know that Robert is angry at Belinda for ruining his chances to play after and injury. In line 19 it says, "She's talking about only publishing the paper once a month now." This helps the reader to understand that Belinda is upset Robert because he told the adviser that it was too expencive and the adviser agreed.

In this complete response, the writer offers an accurate answer about how the playwright's use of flashback contributes to the development of the plot ("by showing what Robert and Belinda are fighting over in the first place"). The writer includes relevant text evidence ("In line 15 it says, 'Coach benched me!' "; "In line 19 it says, 'She's talking about only publishing the paper once a month now' ") to support the answer.

Response 4

The playwright's use of flashback in scene 1 contributes to the development of the plot because it gives the reader more insight on the conflict between Robert and Belinda. Line 15- "I can't believe you wrote about the importance of resting and rehabbing ankle sprains before returning to a sport! Coach benched me!"

In this complete response, the writer offers an accurate answer about how the playwright's use of flashback contributes to the development of the plot ("it gives the reader more insight on the conflict between Robert and Belinda"). The writer provides relevant text evidence from the play ("I can't believe you wrote about the importance of resting and rehabbing ankle sprains before returning to a sport! Coach benched me!") to support the answer.

Grade 8 Writing Short Constructed Response

Grade 8 Writing Short Constructed Response

Passage: "Feathered Friends"

Original Paragraph:

(17) The next day, Nadia noticed a bright-red bird on the fence and a larger gray bird in a tree. (18) Each day, some new visitor would perch on a branch, and the new visitor would then fly away. (19) Finally, Nadia's curiosity led her to the family computer to do some research. (20) It was set up on a small desk in the dining room, so it was easy to use. (21) After entering "backyard birds" into the search window, she found several bird-identification websites. (22) One site quickly informed her that the red bird she had seen was a cardinal. (23) Nadia was fascinated and wanted to know more about her backyard visitors.

Prompt

Sentence 18 needs to be revised. In the space provided, rewrite sentence 18 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 day a new visitor would preach on a brach then the visitor would fly away.

In this response, the writer does not express the ideas in a clear and effective way. The original sentence is slightly altered by removing “some,” but the new sentence still includes “visitor” twice, which results in an incomplete revision task. The misspellings “preach” and “brach” are editing errors that do not affect the scoring of this revision task.

Response 2

Each day , some new visitor would then fly away.

In this response, the writer does not express the ideas in a clear and effective way. The writer has deleted crucial information about landing on the perch, which changes the meaning and leads to an ineffective revision of the sentence.

Response 3

Each day, some new visitors would perch on a branch, and then some of the new visitors would fly away.

In this response, the writer does not express the ideas in a clear and effective way because the repeated information (“new visitors”) is still included in the rewritten sentence (“Each day, some new visitors”; “then some of the new visitors”).

Response 4

Each day, a new bird would perch on a branch and scare the other bird away.

In this response, the writer does not express the ideas in a clear and effective way. The writer replaces “visitor” with “bird,” which is an acceptable change; however, the addition of “scare the other bird away” changes the overall meaning of the original sentence and results in an unacceptable revision of the sentence.

Score Point 1

Response 1

Each day, some new visitor would perch on a branch, and would then fly away.

In this response, the writer expresses the ideas in a clear and effective way. The writer creates a sentence that accurately includes all the significant ideas from the original sentence and removes the repeated information ("the new visitor") in the second half of the original sentence.

Response 2

Each day, a new visitor would perch on a branch and shortly after they would fly away.

In this response, the writer expresses the ideas in a clear and effective way. The writer changes the second "new visitor" to "they" and adds "shortly after." The new sentence maintains the meaning of the original one while removing the repeated information. The absence of a comma for a compound sentence is an editing error that does not alter the score of this revision task.

Response 3

Each day, a new visitor would perch on a branch then fly away.

In this response, the writer expresses the ideas in a clear and effective way. The second "new visitor" has been removed to create a logical sentence. The lack of a conjunction or suitable punctuation between "branch" and "then" is an acceptable editing error that does not affect the score of this revising task.

Response 4

Each day, for a little while before flying away, a new visitor would perch on one of the tree's branches.

In this response, the writer expresses the ideas in a clear and effective way. The order of the ideas in the original sentence is reversed, but the intended meaning is clarified with the remaining information from the original sentence ("Each day"; "a new visitor would perch on one of the tree's branches"). The result is an acceptable and successful performance of this revision task.