



English I

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 English I 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.

English I Reading Passage with Extended Constructed Response and Short Constructed Response

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

Buried History

- 1 A time capsule is a container that holds objects representative of a specific time period in which the capsule was created. Time capsules are often buried for future discovery. Sometimes they are enclosed in a building that is being constructed: placed under the cornerstone, buried beneath the foundation, or sealed up in a wall. People have been burying such historical treasures for hundreds of years. The oldest discovered time capsule in the United States was assembled by none other than Samuel Adams and Paul Revere and placed under the cornerstone of the Massachusetts State House in 1795.
- 2 Adams was a significant leader in Boston during the American Revolution. He fought against British taxation in the colonies and organized the Sons of Liberty with John Hancock and Paul Revere in 1764. He was also a signer of the Declaration of Independence on August 4, 1776. Revere was a major player in resistance efforts and is most remembered for his famous midnight ride, when he warned the colonists that the British were coming.
- 3 The items they chose to include in the time capsule were indicative of the Revolutionary Era. Coins within the time capsule were from the 1600s and 1700s. The oldest coin, from 1652, was particularly interesting because it was made at a time when the British had outlawed minting in the colonies. Perhaps Adams and Revere chose this coin to illustrate that New Englanders were rebellious in nature from the very beginning! The time capsule also contained newspapers from the late 1700s and a copper medal with George Washington's image emblazoned into it. There was also a silver plaque inscribed with information about the time capsule that was placed between two lead sheets for protection. Because Revere was a silversmith by trade, historians believe it is possible that he engraved this memento.
- 4 The time capsule items were originally sealed below the cornerstone on July 4, 1795. This was a significant date for two reasons: it was the day that the Massachusetts State House was dedicated, and it was the anniversary of the adoption of the Declaration of Independence.
- 5 Fast-forward 60 years. The time capsule was first discovered in 1855 when the cornerstone cracked and needed to be replaced. There is no evidence that leaders from 1795 left information about the time capsule's location and when it should be opened. When workers found the time capsule containing the plaque and other items, they realized that the contents were of historic importance. They handed the contents of the time capsule over to preservationists who, upon careful opening and reading of the silver plaque, learned that the contents had indeed been assembled by American Revolution heroes Adams and Revere.
- 6 The preservationists made a list of what was found in the time capsule. They paid for the construction of a more secure brass box, and all the original items were placed inside this box, along with some additional coins and newspapers from the 1850s. State government officials then sealed the time capsule and placed it behind the cornerstone once again.
- 7 Fast-forward again, this time to 2014. Maintenance workers making repairs near the cornerstone discovered the time capsule. No longer a shiny brass color, the box was dull and corroded. Modern preservationists worried that the contents would be ruined.

English I
Constructed-Response Scoring Guide

- 8 The preservationists carefully opened the box in front of the media, who recorded the event and shared it on the internet. To everyone's delight, the newspapers were in good shape, and the coins were mostly intact. In an attempt to protect the coins from damage, the preservationists from the 1850s had washed the coins in an acid solution, which, ironically, caused surface damage to the coins.
- 9 The time capsule items were kept on display for a short while at the Museum of Fine Arts in Boston. Then the time capsule items, along with a silver plate commemorating the occasion and a mint set of 2015 U.S. coins, were placed in a new box that was sealed and reinterred behind the cornerstone.
- 10 How long will the time capsule remain behind the cornerstone? Only time will tell!

English I Reading Extended Constructed Response

Prompt

Read the article “Buried History.” Based on the information in the article, write a response to the following:

Explain how the treatment of the time capsule over time has demonstrated that people value its significance.

Write a well-organized essay 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.

English I 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>

English I
Constructed-Response Scoring Guide

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

People have treated this time capsule with respect. They have put stuff in it everytime they've found it. This time capsule is a very important piece in history.

Organization and Development of Ideas: 0

This response begins with the thesis that "People have treated this time capsule with respect." The first sentence also acts as an introduction, but it is minimal. The writer offers no conclusion. The evidence used to support the thesis is unclear ("They have put stuff in it everytime they've found it") as is the attempt to explain it ("This time capsule is a very important piece in history"). The word choice and the expression of ideas are also unclear ("stuff"). Overall, the response reflects a lack of understanding of the writing purpose.

Conventions: 0

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

Time capsules are found all throught the world.

Sometimes you could find some hidden tresuare on accsedent, which can be good depending on where it was beared and how it was treated.

When making an time capsule its importnt to make sure that it has things that are valuabule to you, and that its sealed somewhere where you know it wont get to damaged.

For instance if you are a action figure collector and you make a time capsule with your most valubule ones, you need to have it sucured because the value will go down if they ever get damaged

Most poeple think of time capsules and think that it will be iconic items depending on the condition of this capsule poeple's opinons will change.

To conclued many people have mixed opinons on wether a capsule is garbage or if it holds any value but in the end its a trip to the past.

Organization and Development of Ideas: 0

The thesis for this response is the first sentence ("Time capsules are found all throught the world"), but it does not address the prompt. The introduction lacks relevance as it does not focus on the specific time capsule in the text ("Sometimes you could find some hidden tresuare on accsedent . . . depending on where it was beared and how it was treated"). The attempt at a conclusion is formulaic and lacking in a cohesive idea ("To conclued many people have mixed opinons . . . its a trip to the past"). There is some transitional language included ("For instance," "To conclued"); however, the writer offers only general advice on how to make a time capsule ("you make a time capsule with your most valubule ones, you need to have it sucured because the value will go down if they ever get damaged") and does not use any evidence from the article. The result is that information in the essay is irrelevant to the specific writing task. The response as a whole is ineffective due in part to an incoherent expression of ideas. Overall, the response reflects a lack of understanding of the writing purpose.

Conventions: 0

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

Score Point 1

Response 1

people treat the time capsule really well whenever it got dug up because they know how valuable the box it because the box itself contain importance historic items dated back to the American revolution war era in 1855 they found it and they examine when they know how valueable the items were they treated with care and they even try to prevent it from being damage they even make a new box for the original items to make it more secure and 2014 the time capsule was got dug up again and they did the same thing because they know how historic importance the box are and they don't want the box or the items inside to be ruined

Organization and Development of Ideas: 1

The writer presents a thesis at the beginning of the response ("people treat the time capsule really well whenever it got dug up because they know how valuable the box it because the box itself contain importance historic items") but does not develop the thesis appropriately. An organizational structure is minimal with only a weak introductory statement (the thesis). Transitional devices are not evident, and there is no conclusion. The writer provides text-based evidence to support the thesis ("in 1855 they found it and they examine when they know how valueable the items were they treated with care . . . and 2014 the time capsule was got dug up again and they did the same thing"), but this evidence is not explained. The expression of ideas is ineffective and somewhat repetitive ("it got dug up," "know how valueable"). Overall, this response reflects a limited understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. In addition to errors in sentence construction (one long run-on sentence), there are many other types of errors, including a lack of punctuation or capitalization, grammatical errors ("it because the"; "box itself contain"; "being damage"; "was got dug up"; "know how historic importance the box are"), and a couple of spelling errors. These errors impact the clarity of the writing and the reader's understanding of the writer's thoughts.

Response 2

over time the box was discovered multiple times thruhout its time being there. every time it was found the people did something too it. when it was first discovered in 1855 they made a more secure box and added more items dating back to the 1850's. this shows great importnace by the people to the box. when it was discovered again in 2014 the people made sure to "crefully open the box" . the items were then displyed in a museum in boston showing that people knew thse items were of importance and that they cared for them.

Organization and Development of Ideas: 1

In this response, the thesis can be found at the end ("the items were then displyed in a museum in boston showing that people knew thse items were of importance and that they cared for them"). However, the thesis is not developed. The first sentence serves as an introduction and the last as a conclusion, but they only minimally contribute to an effective organizational structure. In addition, ideas are not connected well because the transitions are mostly perfunctory ("when it was first discovered," "this shows," "the items were then") and only superficially link ideas. The evidence used to support the thesis is insufficient because there is no attempt to explain its significance ("when it was first discovered in 1855 they made a more secure box and added more items dating back to the 1850's"). The expression of ideas is ineffective because, for the most part, the writer's word choice is limited ("did something too it," "added more items"). Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 0

The response reflects little to no command of grade-level-appropriate conventions. The beginning of sentences and proper names are not capitalized, making it difficult to discern where one sentence ends and another begins. In addition, there are errors in punctuation with missing commas ("every time it was found"; "when it was first discovered in 1855"; "when it was discovered again in 2014"), grammatical errors, and spelling errors ("disovered," "thruhout," "importnace," "crefully," "displyed"). The response has many errors, and these errors impact the clarity of the writing and the reader's ability to understand it.

Score Point 2

Response 1

The value of the time capsule was significant because the time capsule could save meaningfull thing and information that no one knows from the time that being lost or didn't write down and could leave things showing that they excit before. From chacpter 6 "State government officials then sealed the time capsule and placed it behind the cornerstone once again." and chacpter 9 "were placed in a new box that was sealed and reinterred behind the cornerstone." it all shows that doing the time capsule leaving things, informations and idems was important, other wise why they are doing that. Also the time that the time capsule have excit was already voubble.

Organization and Development of Ideas: 1

The writer begins the response with the thesis that "The value of the time capsule was significant because the time capsule could save meaningfull thing and information that no one knows . . . and could leave things showing that they excit before" but does not develop it appropriately. The organization of the response is weak. The thesis doubles as an introduction, though it is minimal, and the writer offers no conclusion. To support the thesis, the writer uses direct quotes from the passage from paragraph 6 ("State government officials . . . placed it behind the cornerstone once again") and paragraph 9 ("were placed in a new box that was sealed and reinterred behind the cornerstone"). Instead of explaining this evidence, however, the writer repeats the thesis ("it all shows that doing the time capsule . . . was important"). Overall, the explanation of the evidence is insufficient, and the response reflects a limited understanding of the writing purpose.

Conventions: 1

The response reflects inconsistent command of grade-level-appropriate conventions. Errors occur in sentence structure ("From chacpter 6 ' . . . once again' "; "and chacpter 9 ' . . . cornerstone' "), punctuation (missing question mark after "doing that"), capitalization ("it all"), grammar ("save meaningfull thing," "informations," "why they are doing that"), and spelling ("becauce," "meaningfull," "excit," "idems," "voubble"). Although the response has multiple errors, the reader can understand the writer's thoughts.

Response 2

people calue the significants of the capsule people in the story it talks about in paragraph 5 that workers found the time capsules containing the plauqe and other items they realized that the contents were of historic inportance they gave it over to preservationist and they learedn that the plaque had indeed been assembled in the american revolutionary war they ended up sealing the time capsule and hiding it away from the public for no one to see but in 2014 they werer going to check it and opend the box and they did opend the box in front of the media for everpne to see it was shared all over the internet for everones delight they ended up keeping the capsuel on display for a little while in a museum at the fine arts in boston untill they decied that it was finally about time to put it away and keep it safe from the public and to this day it is still hidden away waiting to be opened this shows that the capsule was valued because when people heard about this historical artifact from 1795 from the american revolution peple will go crazy and admire such a old peice of history they even hid it form the plubic becuase they were so scared of what would have happened to it if it out in the open left over time so they have to protect it to keep the capsule alive. so it wont get ruined its vauled becuase its protected it says in paragraph 9 that the capusle and evrything that was in there was placed in a new box and sealed and reinterred behind cornerstone.

Organization and Development of Ideas: 2

The writer of this response begins with the thesis that “people calue the significants of the capsule.” The opening statement also serves as an introduction. The sentence-to-sentence connections lack clarity, and the conclusion is minimal. To support the thesis, the writer provides text evidence (“workers found the time capsules containing the plauqe and other items they realized that the contents were of historic inportance they gave it over to preservationist . . . in 2014 they werer going to check it and opend the box and they did opend the box in front of the media”). Brief explanations are provided (“this shows that the capsule was valued because when people heard about this historical artifact from 1795 from the american revolution peple will go crazy and admire such a old peice of history they even hid it form the plubic becuase they were so scared of what would have happened to it if it out in the open”). The writer’s word choice is mostly general but also specific at times (“delight,” “artifact”). Overall, this response reflects a partial understanding of the writing purpose.

Conventions: 0

The response reflects little to no command of grade-level-appropriate conventions. There are errors in sentence construction as the response mainly consists of one extensive run-on with minimal use of periods. There is no capitalization for proper nouns or the beginning of the sentences. Grammatical errors occur throughout the response (“the significants”; “people in the story it talks”; “they did opend”; “to it if it out in the open”; “behind cornerstone”), and there are many spelling errors (“calue,” “plauqe,” “werer,” “opend,” “everpne,” “capsuel,” “decied,” “peple,” “plubic”). Overall, the response has many errors, and these errors impact the clarity of the writing and the reader’s ability to understand it.

Score Point 3

Response 1

The preservation of the time capsule shows that people take great care in their history. The actions taken on the pox to preserve its contents and the casing itself show that the contents as well as the box have some significance to the life of the people that found it. The coins, plaque and other items were shown to the media and kept in a museum for people to see. The box was even replaced with a more modern version to be preserved for the future.

Organization and Development of Ideas: 1

The writer of this response provides the undeveloped thesis that “The preservation of the time capsule shows that people take great care in their history.” The thesis also serves as an introduction. However, there is no conclusion, so the overall organization of the response is ineffective. Some evidence from the text is provided (“The coins, plaque and other items were shown to the media and kept in a museum for people to see”). However, the evidence is not explained, and this makes the development of ideas insufficient. The writer’s word choice is mostly limited, sometimes general and imprecise (“take great care,” “some significance”), and does not always convey ideas clearly. Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 2

The response reflects consistent command of grade-level-appropriate conventions. The word *box* is misspelled as “pox,” but that is the only error in the essay and does not impact the clarity of the writing.

Response 2

The time capsule has been around for a really long time but that hasn't stopped people for treating it right and waiting for other people to find it.

It was first discovered in 1855, and was found under a cornerstone crack which lead them to the time capsule. When they opened it they realized it was historic importance so it was givin to preservationists. When they figured out that it was from 1795 which during the time of the American Revolution. They changed the time capsule and put all the information into a "brass box". The preservationist had washed the coins in an acid solution to protect the coins. They placed the capsule behind the cornstone. This shows that even from the 1850 they tried their best to protect the time capsule.

It was discovered again in 2014, this time it was found because they were repairing near the corner stone. When it was found the box was very dull and they worried the context would be ruined. They opened it infront of the media, they placed in in a Museum of Fine Arts in Boston. They replaced the time capsule with a new box and added some 2015 coins and was again placed behind the cornerstone. This shows that they're repeating history and making sure the box is in god condition for the next time they discover it.

This can conclude that even with many years have pasted that people precious historic information.

Organization and Development of Ideas: 2

The thesis for this response is its opening sentence ("The time capsule has been around for a really long time but that hasn't stopped people for treating it right and waiting for other people to find it"), but the thesis is only partially developed. There is a purposeful organizational structure that includes both an introduction (the thesis statement) and a conclusion ("This can conclude that even with many years have pasted that people precious historic information"), which are both brief. Evidence from the passage is summarized in the second and third paragraphs. In each case, the writer briefly explains this text evidence ("This shows that even from the 1850 they tried their best to protect the time capsule"; "This shows that they're repeating history and making sure the box is in god condition for the next time they discover it"). The expression of ideas is basic because the writer's word choice is mostly general and imprecise ("a really long time," "treating it right," "they tried their best"). Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 1

The response reflects an inconsistent command of grade-level-appropriate conventions. There are several errors in sentence structure ("When they figured out . . . which during the time of the American Revolution"; "It was discovered again in 2014, this time it was found . . . near the corner stone"; "They opened it infront of the media, they placed in in a Museum of Fine Arts"; "This can conclude . . . that people precious historic information"). There are also punctuation errors ("1855, and"; "the media, they"), grammatical errors ("it was historic importance," "from the 1850," "have pasted"), and spelling errors ("givin," "cornstone," "god"). However, the reader can understand the writer's thoughts.

Response 3

The time capsule over time has proven that poeple vualue its sinifigance by people preserveing it, and people learning/realizeing its important events in history. For example the time capsule has been through major events in history through the revolutionary ara. such as it being created by Samuel Adams and Pual Revers, two important figures in the american revolution. Adams in piticular sighned the declaration of indepence and battled agiasnt the british taxation around the 1760s. Now for Revers he was also a impactful figure in US history, by Orgisizeing the sons of liberty with Adams, and his well kown midnight ride.

So all things considering with Adams and Rerve being such well known people in US history, people where surprised when they found this time capsual has made by Adams and Revere with all kninds of aceint treasures like coins, newspapers and a silver plaque, that Revere himself is belived to ecth. "preservationist who,...,learned that the contents had indeed been assmbled by amrecian revolution heros Adams and Revere" (Buried History 3) the preservationist then after realizeing it's sinifigance , "paid for the constrution of more secure brass box" (Buried History 3) and in this timeing, 1855, I belive that they didn't quite yet realized its true sigifigance but still thought it was important, beacuse tried to preseve it.

In 2014 "Maintenance workers makeing repairs near the cornerstone discoverd the time capsulale" (Buried History 7) when they opened the box they made it public and presented it in front of the media and "to everyones deilight" the itiems where in good conditions. they then preseeded to preseve the capsule thus puting time and money into the historical item. I think that just by that it shows that people vuale the Item, if they didn't vuale it then Historians and poeple alike proboly wouldn't take time to stuy and preseve it.

overall the time capsulae from all the to now to when the time capsual was made, it has become a important smybol of US history. when Adams and Revere made it they poreobly didn't exxpect it to become so singhifact but it really has from preserving to money/time being spent to actricles like Buried history, the time capsual is really a great wonder to people who know it's history.

Organization and Development of Ideas: 3

The thesis for this response is found in the first sentence ("The time capsule over time has proven that poeple vualue its sinifigance by people preserveing it, and people learning/realizeing its important events in history"). The organization of the essay is effective, and the introduction (the first paragraph) and the conclusion (the last paragraph) are well developed and enhance the reader's ability to understand the writer's ideas. In addition, the writer uses transitions to logically connect ideas ("For example," "Now," "So all things," "In 2014," "they then," "overall"). In the second paragraph, text evidence is embedded with explanation, and throughout the response, commentary is followed by quotes from the passage ("So all things considering . . . people where surprised when they found this time capsual . . . with all kninds of aceint treasures"). In the third paragraph, evidence is quoted, and the evidence is followed by explanation ("I think that just by that it shows that people vuale the Item, if they didn't vuale it then Historians and poeple alike proboly wouldn't take time to stuy and preseve it"). The last paragraph provides a final explanation ("they poreobly didn't exxpect it to become so singhifact but it really has from preserving to money/time being spent to actricles like Buried history"). The writer's word choice and phrases are specific ("has proven that poeple," "major events in history," "battled agiasnt," "aceint treasures," "important smybol"). Overall, the writer demonstrates a thorough understanding of the writing purpose.

Conventions: 0

The response reflects little to no command of grade-level-appropriate conventions. There are errors in sentence construction (sentence fragments and run-ons), punctuation (missing commas), capitalization ("such," "Orgisizeing," "amrecian revolution," "they," "Item," "Historians," "overall," "when," "Buried history"), grammar ("was also a impactful," "all things considering," "capsual has made by," "and in this timeing," "itiems where in good conditions," "from all the to now"), and spelling ("poeple," "vualue," "sinifigance," "preserveing," "realizeing," "impportant," "piticular," "sighned," "belived," "assmbled," "constrution," "deilight," "smybol," "poreobly," "actricles"). The response has many errors, and these errors impact the clarity of the writing and the reader's ability to understand the writer's ideas.

Score Point 4

Response 1

In 1795, 2 historic figures in America, Samuel Adams and Paul Revere, placed a time capsule under the corner stone of the Massachusetts State House. The items in the time capsule were indicative of the revolutionary war.

When the time capsule was first discovered, in 1855, historians realized the items inside were of historic importance. The historians paid for the construction of a more secure brass box, added coins and newspaper clippings from the 1850's, including all of the original contents, and reburied the time capsule.

Once again, the time capsule was rediscovered in 2014 by maintenance workers making repairs near the cornerstone. Although the newer brass box constructed in the 1850's was no longer shiny and rather corroded, the contents inside stayed in good shape. Historians added a new box and a fresh set of 2015 U.S coins.

Each time when the time capsule was found, historians would add new contents and construct a new brass box to keep the contents inside safe. In paragraph 8, it says people were delighted that the contents stayed in good shape over the years. As people rediscover and continue to add new items in the box, people will continue to find it and be reminded of history.

Organization and Development of Ideas: 2

At the end of this response, the writer provides a partially developed thesis that "As people rediscover and continue to add new items in the box, people will continue to find it and be reminded of history." A purposeful organizational structure with an introduction and a conclusion is present as well as the logical connection of ideas ("Once again"; "Although the newer brass . . . the contents inside stayed in good shape"). To support the thesis, the writer blends text evidence, including some summary ("The historians . . . added coins and newspaper clippings from the 1850's"; "Historians added a new box and a fresh set of 2015 U.S coins"), with brief moments of commentary ("Each time when the time capsule was found, historians would add new contents and construct a new brass box to keep the contents inside safe"). The writer's word choice is mostly general but is also, at times, specific ("rediscovered," "rather corroded"). Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 2

The response reflects a consistent command of grade-level-appropriate conventions, with few, if any, errors that impact the clarity of the writing.

Response 2

I beleive that the treatment of the time capsule over time demonstrates people value it's significance because people want to veiww the time capsule being opened, and poeple want to perserve the items inside the time capsule.

People valued veiwing the contents of the box because in paragraph 8 the article staes that "preservationists carefully opened the box in front of the media". This means that many people had acess to see what was insinde of the capsule. Since it was brodcasted I can make the assumption that many people value the time capsule and the moment that it was opened. I also beleive that people value the time capsule and regonnize it's significance beause each time the itmes where examined they where handled by preservationists who are people who's job it is to handle and preserve historic items. In paragraph 6 the article states "The preservationists made a list of what was found in the time capsule. They paid for the contruction of a more secure brass box", this shows that people vlaue the time contents of the time capsule so much that they wanted to list everything that was inside of it and pay for a better time capsule. We all know that people value money and when preservationists spend money on buying a more secure brass box, you can strongly infer that people value time capsules ans what is inside them.

As you can see people strongly value time capsules and what is inside them. Many times in history people have demonstrated importance for the time capsules by doing things to preserve them and give people acess to veiwing what is inside. I hope I made it clear how much importance that time capsules have inside of them, and how much people value these beutiful preservations of time.

Organization and Development of Ideas: 3

The writer presents a clear thesis in the first paragraph ("I beleive that the treatment of the time capsule over time demonstrates people value it's significance because people want to veiww the time capsule being opened, and poeple want to perserve the items inside the time capsule"). The thesis serves as the introduction, and the writer includes a conclusion that effectively supports the development of the thesis. Ideas are logically connected throughout the essay to effectively support the development of the thesis ("This means," "I also," "We all know," "As you can see"). The evidence is specific, well chosen, relevant to the thesis, and clearly explained ("This means that many people had acess to see what was insinde of the capsule"; "I can make the assumption that many people value the time capsule and the moment that it was opened"; "beause each time the itmes where examined they where handled by preservationists who are people who's job it is to handle and preserve historic items"; "We all know that people value money . . . you can strongly infer that people value time capsules ans what is inside them"). The writer's word choice is purposeful ("was brodcasted I can make the assumption"; "people value money"; "beutiful preservations of time"). Overall, this response reflects a thorough understanding of the writing purpose.

Conventions: 1

The response reflects inconsistent command of grade-level-appropriate conventions, including run-on sentences ("I beleive that the treatment of the time capsule over time . . ."), grammar usage ("they where handled"), and spelling errors ("beleive," "veiw," "poeple," "staes," "brodcasted," "regonnize," "contruction," "vlaue," "acess," "beutiful"). The response has several errors, but the reader can understand the writer's thoughts.

Score Point 5

Response 1

"A time capsule is a container that holds objects representative of a specific time period in which the capsule was created." Historical items have a large impact on modern day society by providing vision into the past and giving clear insight on events. People find great interest in things such as time capsules for this reason.

Firstly, historical items give great insight into the past by providing evidence on people's thoughts and opinions at the time. The time capsule buried by Samuel Adams and Paul Revere in 1795 is a thorough example of this. This time capsule sparked many people's interest and was put on display for people to come see in the Museum of Fine Arts in Boston.

When people saw the items in the time capsule they were given a vision of what life was like during Adams and Revere's time. In "Buried History" paragraph 5 the author writes "when workers found the time capsule containing the plaque and other items, they realized the items were of historic importance." People know that the insight of history needs to be shared and glorified, and that sentence shows this.

This time capsule gave a well thought out view of the copious trials and tribulations faced in 1795. One could assume Adams and Revere put a lot of thought and effort into this time capsule. It was so insightful to modern day society that it had to be displayed for people to come and view. A lot of people find great interest in history and this time capsule was just one of the many examples.

Organization and Development of Ideas: 3

In this highly effective response, the writer establishes a clear thesis in the first paragraph ("Historical items have a large impact on modern day society by providing vision into the past and giving clear insight on events"). This thesis is further clarified in the last paragraph ("It was so insightful to modern day society that it had to be displayed for people to come and view"). The essay has a well-crafted introduction and a meaningful conclusion that circles back to the introduction while supporting the whole of the essay without simply repeating information. The essay is clear and concise, providing both quoted and paraphrased evidence interwoven with explanation ("Firstly, historical items give great insight into the past. . . see in the Museum of Fine Arts in Boston"; "When people saw the items . . . history needs to be shared and glorified, and that sentence shows this"; "This time capsule gave a well thought out view . . . put a lot of thought and effort into this time capsule"). In addition, the expression of ideas is clear and effective through specific and purposeful word choice and phrases ("impact on modern day society"; "providing vision"; "sparked many people's interest"; "history needs to be shared and glorified"). Overall, this response reflects a thorough understanding of the writing purpose.

Conventions: 2

The response reflects a consistent command of grade-level-appropriate conventions, with few, if any, errors that impact the clarity of the writing.

Response 2

In the article "Buried History", the high-quality treatment of the time capsule by the people of the U.S. demonstrates that people truly value this historic, engaging, and noble tradition. Throughout the article, the author emphasizes how important the time capsule is to the people by explaining what occurs each time a new generation discovers the mysterious box and its contents from many years ago.

When the time capsule was first assembled by Samuel Adams and Paul Revere in 1795, they did not just pick a random and meaningless date and time to bury it. In the article, it says "The time capsule items were originally sealed below the cornerstone on July 4, 1795. This was a significant date for two reasons: it was the day that the Massachusetts State House was dedicated, and it was the anniversary of the adoption of the Declaration of Independence." This quote from the text shows that the two American leaders carefully thought out the burial date of the timeless artifacts because they wanted their plan to be significant to the U.S. Adams and Revere valued the time capsule so much, they decided to let its burial date share the same one as the adoption of the Declaration of Independence!

Fast-forward 60 years, when the time capsule was discovered in 1855. The author states "They paid for the construction of a more secure brass box, and all the original items were placed inside this box, along with some additional coins and newspapers from the 1850s." This quote conveys the idea that the people in 1855 were dedicated to maintaining and preserving the historic tradition of the time capsule. They treated the time capsule with care as they decided to construct a new and sturdier box for the sacred items to stay in, and they also decided to add a few personal items from their timeline to keep the tradition going!

Consequently, as the reader learns how people over time treated the time capsule with care and continue to participate in the historic tradition, it is obvious that many people value the time capsule and its significance. Adams and Revere purposely buried the time capsule on July 4, 1795 due to its very important and significant date. However, their meaningful actions were just the start of many. When the box was discovered 60 years later in 1855, the people were so determined to preserve the items, they decided to pay for and build a whole new box that would keep the sacred artifacts safe for years to come! People's actions towards the historic time capsule throughout the years emphasize its importance and value to the citizens of the U.S.

Organization and Development of Ideas: 3

In this highly effective response, the writer establishes the clear thesis that “the high-quality treatment of the time capsule by the people of the U.S. demonstrates that people truly value this historic, engaging, and noble tradition.” There is a purposeful organizational structure, including an effective introduction (“Throughout the article, the author emphasizes how important the time capsule is . . . by explaining . . . the mysterious box and its contents from many years ago”) and conclusion, which supports the essay while continually developing the thesis (“Consequently, as the reader learns how people over time treated the time capsule with care and continue to participate in the historic tradition. . . . Adams and Revere purposely buried the time capsule on July 4, 1795. . . . their meaningful actions were just the start of many”). In addition, sentences and paragraphs are connected in purposeful and effective ways (“When the time capsule was first assembled . . . they did not just pick a random and meaningless date”; “Fast-forward 60 years”; “Consequently”) support the logical flow of ideas from beginning to end. To support the thesis, the writer uses well-chosen direct quotations from the article (“The time capsule items were originally sealed . . . on July 4, 1795. . . . it was the anniversary of the adoption of the Declaration of Independence”) and thoroughly explains the evidence (“the two American leaders carefully thought out the burial date of the timeless artifacts because they wanted their plan to be significant . . . they decided to let its burial date share the same one as the adoption of the Declaration of Independence!”). In addition, the expression of ideas is clear and effective with specific and purposeful word choice (“historic, engaging, and noble tradition,” “mysterious box,” “random and meaningless,” “Consequently,” “sacred artifacts”). Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 2

The response reflects a consistent command of grade-level-appropriate conventions, with few, if any, errors that 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

People that write things down or copy and paste something is a note to remind them or something they find very special and need to know. The value of signifigance is to hold something and have it posted or on a platform of some sort so you can rember when it is if its a date os some sort for a doctors appointment or anything. Writing notes is very special the human brain doesnt hold all this memory so you have to write it down to see it and remember. If you are at school and the teacher is teaching you a lesson and has been lecturing for hours you are goging to want to find the important special parts coming out of the teachers mouth and place those words down and onto a peice of paper. So that way if you have a test you have important key words to study and it will be alot easier to pass then the otherstudents who did not jot down the notes. Its very special to people that want to have a good furture and go to collage and get good grades because they will have to know ore and study all of that for there future job and first you want to write down the basics and then get into the deeper parts. I think that the value of signifigance is great and it gives you more of what is ahead and what to open your eyes at and look whats beyond and ahead of you. Some students and teachers influence you to take notes for your future job so you can see and picture whats ahead of you.

Response 2

Ever wonder if from now to the future people will look back at us and admire the way we lived? Well in the future the world will always get better every year because of greater electricity, food and entertainment. You can think there's a year where nothing can perfect more than it is but no matter the circumstances they'll always be better. The years past and people are developing better mindset helping them connect with the community to create the best of their abilitys.

Because of greater obsticles coming in the future the old objects seem to be long gone, meaning that they are no longer used, no longer found and no longer seen. The less they're seen the more valuable they turn for those who dont have it around no more, and can be sold to other for a price 10x-100x then they once were. It may be hard to believe because like everyone thinks " why would something so valuableless cost so much later in the future?" but in reality it can go as far as costing double ur house cost based on how old it is.

It is so cool to look back and think back then you would walk around and find them everywhere' but no longer can. In 2023 a middle aged man was walking in the road not knowing in 2 minutes he would find a coin that determend how he lives later making him rich in life. But that worth of coin can quickly be taken away the second someone steals it and you are no longer rich. which is why its important to not only rely on finding valuable coin or objects because something just as little cans steal your whole life way.

Read the next two selections and answer the questions that follow.

Passage 1:

The story takes place in Japan in or around 1914. The narrator is a university student who is working on a thesis—a long essay, about a topic of his choosing, that is required for graduation. Sensei, which means “teacher” in Japanese, is an older, trusted friend whom the narrator turns to for guidance.

from Kokoro
by Natsume Sōseki

- 1 I was due to graduate in June that year, and according to the rules my thesis had to be finished by the end of April. I counted the number of days that were left to me, and I began to lose confidence. While the others, it seemed, had been busy for some time collecting their material and accumulating notes, I alone had done nothing except promise myself that I would start work on my thesis in the New Year. I did indeed begin in the early part of the year, but it was not long before I found myself in a state of mental paralysis. I had fondly imagined that by merely thinking vaguely about a few large problems I was building up a solid and almost complete framework for my thesis. I discovered my folly as soon as I began to work seriously. I was in despair. I began to narrow down my thesis topic. And in order to avoid the trouble of having to present in a systematic manner my own ideas, I decided to compile relevant material from various books, and then add a suitable conclusion.
- 2 The topic that I had chosen was closely related to Sensei’s field of specialization. When I asked Sensei whether he thought such a topic was suitable, he said that it would probably be all right. I was in a state of panic, and I soon rushed back to Sensei to ask what books I should read. He willingly gave me all the information he could, and then offered to lend me two or three books that were necessary for my work. But he steadfastly refused to give me any further guidance. “I have not been reading very much lately. I am not acquainted with up-to-date scholarship. You should ask the professors at the university.”
- 3 When Sensei said this, I remembered the remark his wife once made to me that though Sensei was once an avid reader, he had since lost his old interest in books. Forgetting my thesis for the moment, I said to Sensei:
- 4 “Why is it, Sensei, that you are not as interested in books as you once were?”
- 5 “There is no particular reason . . . Well, perhaps it is because I have decided that no matter how many books I may read, I shall never be a very much better man than I am now. And . . .”
- 6 “And?”
- 7 “This is not very important, but to tell you the truth, I used to consider it a disgrace to be found ignorant by other people. But now, I find that I am not ashamed of knowing less than others, and I am less inclined to force myself to read books. In short, I have grown old and decrepit.”

English I
Constructed-Response Scoring Guide

- 8 Sensei's manner was calm as he said this. I was not much affected by what he said, perhaps because his tone held none of the bitterness of one who had turned his back on the rest of the world. I left the house thinking him neither decrepit nor particularly impressive.
- 9 From then on, my thesis hung over me like a curse, and with bloodshot eyes, I worked like a madman. I rushed to friends who had graduated the year before for advice on all matters. One of them told me that only by catching a rickshaw to the university offices did he succeed in handing in his thesis before the deadline. Another told me that he handed in his thesis fifteen minutes late, and it would not have been accepted but for the intervention of his principal professor. Such stories made me uneasy, but at the same time they gave me confidence. Every day, I worked as hard and as long as I could. If I was not at my desk, I was in the gloomy library, hurriedly scanning the titles on the high shelves, as though I were some kind of curio-hunter.
- 10 First, the plum trees bloomed, and then the cold wind veered towards the south. After a while, I heard that the cherry trees were beginning to flower. But I thought of nothing but my thesis. I did not visit Sensei once before the latter part of April, by which time I had finally completed my thesis.

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English I Reading Short Constructed Response

Prompt

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

In the excerpt from *Kokoro*, what is most likely the author’s purpose for including the remark made by Sensei’s wife to the narrator? Support your answer with evidence from the excerpt.

Item-Specific Rubric

Score: 2

A complete response will provide, but is not limited to, one of the following explanations about the author's inclusion of the detail of Sensei's wife's remark to the narrator.

- The wife's remark helps bring out a key contrast between Sensei and the narrator's perspectives.
- The author wants to reveal Sensei's life wisdom by having the narrator ask Sensei about the remark.
- The detail serves to highlight the narrator's shallow approach to learning because, although the narrator is curious about the remark, he is dismissive when Sensei explains his perspective.

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:

- *"Well, perhaps it is because I have decided that no matter how many books I may read, I shall never be a very much better man than I am now."* (paragraph 5)
- *"But now, I find that I am not ashamed of knowing less than others, and I am less inclined to force myself to read books."* (paragraph 7)
- *I left the house thinking him neither decrepit nor particularly impressive.* (paragraph 8)

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 the author included the detail of Sensei's wife's remark to the narrator.

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

Senesi's wife has an additude but is very hardworking and will get things done just like that.

The writer does not provide an accurate answer about why the author includes the remark made by Sensei's wife to the narrator ("Senesi's wife has an additude but is very hardworking and will get things done just like that"), and no relevant text evidence from the excerpt is provided.

Response 2

To show that Sensei liked to read.

The writer provides neither an accurate answer nor relevant text evidence from the excerpt to support why the author includes the remark made by Sensei's wife to the narrator.

Response 3

Because, Sensei was interested in books, until his wife died and started to not care anymore for books.

The writer does not provide an accurate answer about why the author includes the remark made by Sensei's wife to the narrator ("Sensei was interested in books, until his wife died and started to not care anymore for books"), and no relevant text evidence from the excerpt is provided.

Response 4

The authors purpose of the remark was to get the reader to understand Kokoros worry.

The writer does not provide an accurate answer about why the author includes the remark made by Sensei's wife to the narrator, nor does the writer provide relevant text evidence from the excerpt.

Score Point 1

Response 1

it says that he once liked to read books and now he does not like to read.

In this partial response, the writer paraphrases relevant text evidence ("he once liked to read books and now he does not like to read"); however, the writer does not accurately state why the author includes the remark made by Sensei's wife to the narrator.

Response 2

To explain that he was once very interested in books but has since lost his touch.

In this partial response, the writer provides an accurate answer about why the author includes the remark made by Sensei's wife to the narrator ("To explain that he was once very interested in books but has since lost his touch") but does not provide relevant text evidence from the excerpt to support the answer.

Response 3

In the article, "Kokoro" the authors purpose is to show what Sensei used to be interested in and what changed. The author says this in paragraph 3.

In this partial response, the writer provides an accurate answer about why the author includes the remark made by Sensei's wife to the narrator ("the authors purpose is to show what Sensei used to be interested in and what changed"). As supporting evidence from the excerpt, the writer indicates "says this in paragraph 3" but does not cite or paraphrase relevant supporting text evidence from paragraph 3. A complete response includes evidence cited or paraphrased from the excerpt.

Response 4

The author's purpose for including the remark made by sensei's wife to the narrator to show that the wife told him about the sensei once reading books then lost interest.I remember the remark his wife once made to me that though Sensei was once an avid reader he had since lost his old interest in books."

In this partial response, the writer provides an accurate answer ("The author's purpose for including the remark made by sensei's wife to the narrator to show that the wife told him about the sensei once reading books then lost interest"). However, the attempt to use relevant evidence simply repeats what the writer provides in the answer. Because the sentences repeat each other, this response cannot be considered as having both an accurate answer and relevant evidence.

Score Point 2

Response 1

The remark made by Sensei's wife sparks a question, which leads to the meaning of the story. Sensei says "I shall never be a very much better man than I am now." This shows that Sensei had given up on reading, for he had given up on himself.

In this complete response, the writer provides an accurate answer about why the author includes the remark made by Sensei's wife to the narrator ("The remark made by Sensei's wife sparks a question, which leads to the meaning of the story"; "Sensei had given up on reading, for he had given up on himself"). The writer provides relevant text evidence from the excerpt ("I shall never be a very much better man than I am now").

Response 2

The author's purpose for including the remark is to show why Sensei has lost interest in books. In the story it says, "But now, I find that I am not ashamed of knowing less than others" (p.7 line.3-4).

In this complete response, the writer provides an accurate answer about why the author includes the remark made by Sensei's wife to the narrator ("The author's purpose for including the remark is to show why Sensei has lost interest in books"). The writer supports this answer with relevant text evidence from the excerpt ("But now, I find that I am not ashamed of knowing less than others").

Response 3

The author most likely mentioned the remark made by Sensei's wife to confirm the fact that Sensei no longer reads the amount he used to. The remark made by Sensei's wife is "-that though Sensei was once an avid reader, he had since lost his old interest in books." It helps later support Sensei's claim, being, "-perhaps it is because I have decided that no matter how many books I may read, I shall never be a very much better man than I am now". The claim by his wife is the reason that the narrator knew about Sensei not reading as much as the past.

In this complete response, the writer provides an accurate answer about why the author includes the remark made by Sensei's wife to the narrator ("to confirm the fact that Sensei no longer reads the amount he used to"; "The claim by his wife is the reason that the narrator knew about Sensei not reading as much as the past"). The writer supports this answer with relevant text evidence from the excerpt ("-that though Sensei was once an avid reader, he had since lost his old interest in books"; "-perhaps it is because I have decided that no matter how many books I may read, I shall never be a very much better man than I am now").

Response 4

The author most likely included the statement from Sensei's wife to the speaker since it provides more context for the text. In paragraph 3 the wife tells the speaker that the Sensei isn't as interested in books as he used to be. This gives both the speaker and the reader knowledge on why Sensei gives the answer he does to the reader before when he didn't give the speaker further guidance.

In this complete response, the writer provides an accurate answer about why the author includes the remark made by Sensei's wife to the narrator ("it provides more context for the text"; "This gives both the speaker and the reader knowledge on why Sensei gives the answer he does to the reader before when he didn't give the speaker further guidance") and uses relevant paraphrased text evidence from the excerpt ("the wife tells the speaker that the Sensei isn't as interested in books as he used to be") to support the answer.

English I Writing Short Constructed Response

English I Writing Short Constructed Response

Passage: "The Value of Fiction"

Original Paragraph:

(9) Higher empathy levels are important because those with more empathy are better able to relate to family, friends, and even strangers. (10) Empathetic people are, for example, able to see things from another person's perspective, which can result in fewer conflicts and healthier relationships. (11) They are also more likely to help those they have never met. (12) They are often the first to step up when volunteers are needed after a disaster.

Prompt

Luisa wants to combine the ideas in sentences 11 and 12. In the space provided, write a new sentence that combines these ideas in a clear and effective way.

Item-Specific Rubric

Score: 1

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

Score: 0

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

Sample Student Responses

Score Point 0

Response 1

instead of the period add a comma and a and

Although the description of the correction is accurate, the writer does not fulfill the task of rewriting the sentence and therefore does not earn credit. In order to receive credit, the writer must perform the writing task.

Response 2

they are also more likely to help those who have never met, they are often the first to step up when volunteers are needed after a disaster.

The writer attempts to combine the sentences by changing the period into a comma, which results in two sentences incorrectly written as a run-on instead of one complete sentence. The meaning has also been changed because the writer dropped "they" from the original sentence to mistakenly convey the idea of helping "those who have never met." The lack of capitalization for the opening "they" is an editing error that does not impact the score of this revising task. The response does not earn credit due to the change in meaning and the incomplete attempt to combine the sentences.

Response 3

These people are also more likely to help people theyve never met. They are often first to step up after a conflict occurs with a person.

The writer has not completed the task of combining the two sentences as the response remains two separate sentences. In addition, the writer changes the meaning by replacing "a disaster" with "a conflict." This response does not perform the revising task in a clear and effective way and as a result does not receive credit.

Response 4

they are often the first to step up for volunteers when need after disasters ,even if these people have never met

The writer has changed the original meaning of the two sentences. The new sentence states they are stepping up "for" volunteers rather than stepping up to volunteer as the original sentence states ("first to step up when volunteers are needed"). The omission of a capital letter and period are editing errors that do not impact the score of this revising task. The response does not express the ideas in a clear and effective way and therefore does not earn credit.

Score Point 1

Response 1

They are often the first to step up when volunteers are needed after a disaster, and they are more likely to help those they have never met.

The writer has successfully combined the two sentences using a comma and the coordinating conjunction “and” to create a clear and effective sentence.

Response 2

They are also more likely to help those they have never met, often the first to step up when volunteers are needed after a disaster.

The writer has successfully combined the two sentences by removing “they are” to avoid stating it twice. The wording has changed, but all essential ideas from the original sentences remain.

Response 3

Empaths are more likely to help people they have never met, such as being the first to volunteer when needed after a disaster.

The writer has combined the sentences using “such as” to connect the ideas from the original sentences. The elimination of “often” does not change the meaning or impact the score. The choice of replacing “They” with “Empaths” is acceptable because this is a word that accurately describes the pronoun’s reference.

Response 4

They are also more likely to help those they have never met as they are often the first to step up when volunteers are needed after a disaster.

The writer has effectively combined the sentences using the subordinating conjunction “as” to connect the ideas to form a clear and effective sentence.