



# **English II**

## **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 II 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.

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# **English II Reading Passage with Extended Constructed Response and Short Constructed Response**

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

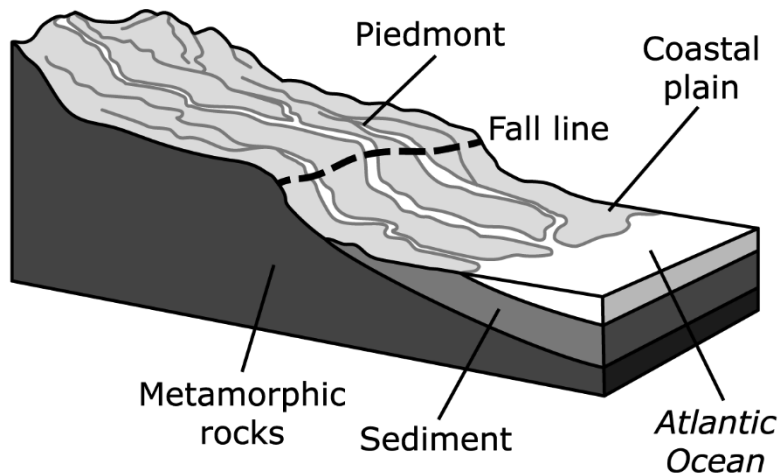
### **Falling into Place along the Fall Line**

- 1 From Connecticut to Georgia, a string of cities in the eastern United States is arranged in a strikingly obvious, slightly curved line. The linear pattern is evident to anyone looking at a map of the region or traveling long-distance on Interstate 95. This glittering strand of human settlements can even be seen from high in space.
- 2 How did these cities come to line up so neatly? The answer is both simple and surprising: geology was the determining factor.
- 3 Connect those urban dots, and you've created a simple geologic map of a feature called a fall line. A fall line is an imaginary line that connects waterfall points on several parallel rivers. As geologic features do in so many other places around the world, this fall line has helped shape human civilization by influencing where people chose to settle. Modern cities, including Trenton, New Jersey; Washington, D.C.; Richmond, Virginia; and Augusta, Georgia, were all built where they are because of the region's underlying geology.
- 4 This fall line may have influenced the creation of cities. But what created the fall line in the first place? That story goes way back, 300 million years or more, to when shifting tectonic plates shaped eastern North America.

### **Piedmont Meets Plain**

- 5 During that time, even before dinosaurs were around, tectonic shift drove massive collisions between the continents of North America and Africa. Sedimentary rocks caught in the collision were crushed, mangled, buried, and heated. They became metamorphic rocks, a block of hard, crystalline bedrock that we now call the Piedmont, a plateau region between the Atlantic coast and the Appalachian Mountains.
- 6 Then, approximately 200 million years ago, Africa and North America began to pull apart, and the gap between them became the Atlantic Ocean. The hard metamorphic rocks of the Piedmont were no longer forming through compression. Instead, erosion exposed these rocks, gradually eating away at the plateau. As the eroded material crumbled into layers of sand, silt, and gravel, it formed a thick, wedge-shaped apron of soft sediment called the Atlantic coastal plain.

- 7 Where the coastal plain meets the Piedmont, an escarpment, or bluff, runs for hundreds of miles, roughly parallel to the Atlantic coast. What happens when rivers flowing east encounter this escarpment? They fall off the plateau region and onto the lower, geologically softer and younger coastal plain. They tumble and cascade, the falls on each river marking one point on the line where the ancient metamorphic rocks of the Piedmont dip beneath the sediments of the coastal plain. No wonder it's called a "fall" line!



### **Location, Location, Location**

- 8 This fall line has always been a desirable place to live. Long before Europeans arrived in the area, people were drawn to it by the abundance of fish around the many falls. The area also offers easy access to the natural resources of both the Tidewater coastal plains and the Piedmont plateau. The fall line formed a natural border between different groups of people. In the Southeast, for example, people who spoke Algonquian languages, including the Powhatan, tended to live east of the fall line. Those who spoke Siouan languages, including the Monacan, lived to its west.
- 9 When Europeans pushed westward from the Atlantic Ocean in the seventeenth and eighteenth centuries, they also recognized the area as prime real estate. From New Jersey to Georgia, on river after river, settlers who bumped up against the fall line stayed there. They established towns that later grew into cities.
- 10 Advantages of the fall line were many. Sailors could navigate their oceangoing ships up tidal rivers directly to these settlements. Builders could quarry stones from the rocky ground. Lumber producers and grain millers could power their sawmills and gristmills with the fast-flowing water. Later, the churning rapids and falls offered plenty of potential to power other fledgling industries. In Massachusetts, for example, the city of Lowell flourished as falls on the Merrimack River powered its textile mills.

- 11 The geology of the fall line did not only confer advantages, however. Because ships were stopped by the rapids, the fall line was a serious obstacle to travel and trade. It also imposed barriers to upstream settlement. It would be decades before the descendants of the first Europeans moved west of the fall line. When they did, cities at the fall line served as transportation hubs, where goods were transferred from ships to wagons for trade upstream. The bustling docks of Georgetown in Washington, D.C., for instance, lie just downstream from the Great Falls of the Potomac, a series of cascades and rapids through which the Potomac River plunges more than 70 feet across the fall line.

### **Geologic Legacy**

- 12 The Atlantic Seaboard Fall Line is just one example of the way human experience is powerfully influenced by geology. But this fall line's influence is not confined to history. People who live and travel along Interstate 95 are still feeling it today. Picnickers flock to riverside parks along the fall line. Whitewater kayakers paddle the rivers that tumble over it, challenging themselves in the rapids and falls. Anyone who views a spectacular waterfall gets a reminder of how geology shapes our everyday lives.

## English II Reading Extended Constructed Response

### Prompt

Read the article “Falling into Place along the Fall Line.” Based on the information in the article, write a response to the following:

Explain how geological features have helped shape the history of human civilizations.

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.

## English II Reading Passage with Extended Constructed Response

### Informational Writing Rubric

Score Point	Organization and Development of Ideas
3	<ul style="list-style-type: none"><li>• <b>Controlling idea/Thesis is clear and fully developed</b> The controlling idea/thesis is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow.</li><li>• <b>Organization is effective</b> 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.</li><li>• <b>Evidence is specific, well chosen, and relevant</b> 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.</li><li>• <b>Expression of ideas is clear and effective</b> 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.</li></ul>
2	<ul style="list-style-type: none"><li>• <b>Controlling idea/Thesis is present and partially developed</b> 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.</li><li>• <b>Organization is limited</b> 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.</li><li>• <b>Evidence is limited and may include some irrelevant information</b> 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.</li><li>• <b>Expression of ideas is basic</b> 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.</li></ul>



<p><b>1</b></p>	<ul style="list-style-type: none"> <li>• <b>Controlling idea/Thesis is evident but not developed</b> A controlling idea/thesis is present but not developed appropriately in response to the writing task.</li> <li>• <b>Organization is minimal and/or weak</b> 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.</li> <li>• <b>Evidence is insufficient and/or mostly irrelevant</b> 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.</li> <li>• <b>Expression of ideas is ineffective</b> 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.</li> </ul>
<p><b>0</b></p>	<ul style="list-style-type: none"> <li>• A controlling idea/thesis may be evident.</li> <li>• The response lacks an introduction and conclusion. An organizational structure is not evident.</li> <li>• Evidence is not provided or is irrelevant. The response reflects a lack of understanding of the writing purpose.</li> <li>• The expression of ideas is unclear and/or incoherent.</li> </ul> <p><b><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></b></p>

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Constructed-Response Scoring Guide

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

Geological features, more specifically fall lines has shaped the history of human civilization heavily by influencing where people settled, supplying abundant natural resources, making maritime navigation easier, and creating a easily accessible and powerful renewable energy fueling industry and and the human society as a whole.

#### **Organization and Development of Ideas: 0**

The writer presents a specific and evident thesis that "Geological features . . . shaped the history of human civilization heavily by influencing where people settled, supplying abundant natural resources, making maritime navigation easier, and creating a easily accessible and powerful renewable energy fueling industry and and the human society as a whole." An organizational structure is not evident because the response is limited to only a thesis statement. No evidence from the article is provided to support the thesis, and the writer also does not explain how settlement locations along the fall line supplied abundant resources and renewable energy. The expression of ideas is unclear. 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**

Geological features have helped shaped the history of human civilizations because everything we have from bridges to dams, buildings to houses, everything we have something that had to do with nature was put in it. You can't have a dam without the water, everything in our world connects even if you don't see it. Geological features have shaped our world so much and people don't even realize it, we've probably gained a new hill or mountain since you've been alive.

Geological features help everywhere and everything. After a while you start getting used to the change of the things that's happening around you but I think that you should pay more attention to it because it's beautiful. The world doesn't stay still but sometimes... it gets quiet. Take it all in, breathe in the quietness of the world and don't let it go to waste because one day it's all going to go.

Geological features shape everything. Even if we don't see it the world is constantly changing.

### **Organization and Development of Ideas: 0**

The writer presents a vague thesis idea in the first sentence that "Geological features have helped shaped the history of human civilizations because everything we have . . . had to do with nature was put in it." The response lacks an organizational structure as there is no logical progression of ideas for a reader to follow. Despite several references to geological features, the writer does not address how geological features have shaped the history of human civilizations. The evidence presented is not text-based or relevant to the task. Instead, the writer focuses on reflections about the world and nature that are not supportive of the thesis ("everything in our world connects even if you don't see it"; "The world doesn't stay still"; "breathe in the quietness of the world"). The response does not address the prompt in an effective way and 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

The geolical features crated million of years before have help sape human civilization by influencing where people chose to settle, which in the fiuture it will influense the creation of citties. But long before europeans arrived to america, the natives were drawn to the river bt the abundancamount of fish and resources. it also formed a natural bordered between diffrent groups of natives. Arund the seventeenth and eighteenth centuries, the europeans regoniset the aria as a prime real estate, and stayed by the river wich later grew to towns which then grew into cieties. And this are some of the geological features that have help human civilization.

### **Organization and Development of Ideas: 1**

The writer presents a thesis in the first sentence ("The geolical features crated million of years before have help sape human civilization by influencing where people chose to settle, which in the fiuture it will influense the creation of citties"). There is a minimal introduction and a conclusion that reiterates the thesis, but overall, the organizational structure is ineffective and not logical as the writer abruptly shifts between cities, Europeans, and resources. The little text-based evidence is paraphrased and repetitive ("natives were drawn to the river"; "stayed by the river wich later grew to towns"). In addition, this evidence is insufficiently explained ("abundancamount of fish and resources"; "europeans regoniset the aria as a prime real estate") and repeats the language from the article. The overall expression of ideas is ineffective, and the response reflects a limited understanding of the writing purpose.

### **Conventions: 0**

The writing reflects little to no command of grade-level-appropriate conventions. There are errors in sentence construction ("The geolical features . . . which in the fiuture it will influense the creation of citties"; "Arund the seventeenth and eighteenth centuries . . . wich later grew to towns which then grew into cieties"). In addition, capitalization ("europeans," "america," "it also"), grammatical ("million of years," "have help sape," "abundancamount of fish," "this are some," "that have help human"), and spelling ("geolical [geological]," "crated," "sape," "fiuture," "influense," "citties," "bt," "diffrent," "Arund," "regoniset [recognized]," "aria") errors are also present. The many grammatical and spelling errors impact the clarity of the writing and the reader's understanding of the writing.

## **Response 2**

How gelocial features have helped shape history today.

with all of the fall lines and costal plains and etc, it has helped shape our country and sperate states and make things what they are right now. In the article it states how the fall line has been there for many years and how its helped seperate certain areas. In paragraph 1 they said the fall line formed a natural border which is true. it started a nautral border seperating different groups. With that happeining it caused europeans to push westward which it said in paragraph 9. when that happend they happening it caused them to move away from the atlanitc ocean. this has helped shape the history in many ways good and bad.

### **Organization and Development of Ideas: 1**

The writer offers the thesis that “gelocial features have helped shape history today.” A very limited introduction and conclusion are present. The organization is minimal and mirrors the sequence of the article. The response includes paraphrased text-based evidence (“the fall line formed a natural border”; “seperating different groups”; “caused europeans to push westward”), but the explanation of the evidence is insufficient (“caused them to move away from the atlanitc ocean”). The writer’s word choice is vague and limited (“make things what they are,” “helped seperate certain areas”). Overall, the response reflects a limited understanding of the writing purpose.

### **Conventions: 0**

The writing reflects little to no command of grade-level-appropriate conventions. Some capitalization is missing at the beginning of sentences (“with all of the fall lines,” “it started a nautral,” “when that happend,” “this has helped shape”) and with proper nouns (“europeans,” “atlanitc ocean”). Some grammatical errors are present (“its helped seperate,” “that happend they happening”). In addition, spelling errors occur throughout the response (“gelocial,” “sperate,” “happend,” “atlanitc”). The response has many errors, and these errors impact the clarity of the writing and the reader’s understanding of the writing.

## Score Point 2

### Response 1

How has geological features helped shape the history of human civilizations? Millions of years ago the earthes plates were shifting and changing creating physical features of the earth, like rivers and falls. Early americans lived near these earth features because it had an abundant supply of what they needed like lumber, water, wildlife, clay, and rocks. By living on these rivers they were also able to move bigger material easier through the water on canoes or boats. Living along these places with abundance of supplys which makes it a thriving place where people want to live. So more and more people are coming to live along the rivers so the towns are expanding and people are headed up and down river to establish more places to live. As more people keep coming and coming in the cities grow larger and larger. With cities along the river there able to establish trade routes along the river making it faster to trade because they are able to hall stuff by water instead of by foot. People are coming to live in these amazing places and expanding the livng space and cities creating what is now some of the biggest cities the the united states. And its all because of the earth creating these geological feautres.

### **Organization and Development of Ideas: 1**

The writer presents an implied thesis in the final sentence that people are choosing to settle along the fall line "because of the earth creating these geological feautres." The organization is minimal with an introduction ("How has geological features helped shape the history of human civilizations?") and a conclusion ("And its all because of the earth creating these geological feautres"). Simple transitions ("By living," "So more and more," "As more") contribute to the organization. The limited text-based evidence provided is paraphrased ("abundent supply . . . lumber, water, wildlife, clay, and rocks"). Additionally, the evidence is insufficiently explained ("coming to live along the rivers so the towns are expanding"; "faster to trade"). The writer's word choice is limited ("larger and larger," "hall stuff") and repetitious, including several instances of "coming to live," "living," and "expanding" throughout the response. Overall, the response reflects a limited understanding of the writing purpose.

### **Conventions: 1**

The writing reflects an inconsistent command of grade-level-appropriate conventions. The sentence construction is mostly correct, but a fragment ("Living along these places . . . people want to live") is present. The punctuation is also missing some commas ("So more and more people are coming to live along the rivers[,]"; "With cities along the river[,]") and apostrophes ("earthes plates," "its all"). Some capitalization ("americans," "united states"), grammatical ("How has geological features," "with abundance of supplys," "there able to establish"), and spelling ("earthes," "features," "abundent," "supplys," "hall [haul]," "livng") errors occur throughout the response. However, the reader can still understand the writer's thoughts.

## **Response 2**

Ever wonder what happen on a circluar plant with water and rocks.

Geological features help shaped history and human civilization by where there is river and pletonic plates

On earth we have land and water and a thing called erison can break rock down and form river, now you might wonder how does this effect history and human civilization. When river are form they are towns there for in the artical "falling into place along the fall line" it shows examples New jersey; washington D.C, richmond being amazing places to seattle by. River effected human civilization by giving a good place to live cause it can provide water and can be used as a energy source. For the History part can effect of different people want land for themselves and fighting over it. Also good source of fish.

Explained in the artical "falling into place along the fall line" plate tectonic slipt two continents away because the way tectonic shifted. This split up the human civilization as a whole and really made us to adapt to different lands. this messed up history by making trading a bit harder, in the Story is states" however the ships were stop by the rapids, the fall line was a serious obstacle to travel and trade". This shows show it was hader to communicate with each other and provide nessasary thing to each other cause the way plat tectonic move.

Geological feature gave us some good and bad obstcales like splitting us way from each other and making trading a little harder but it gave us food water and good plave to seattle by. With Geological features it change own we grew as and human civiliztion and how it effected history.

### **Organization and Development of Ideas: 2**

The writer presents an evident thesis in the last sentence of the final paragraph, stating "With Geological features it change own we grew as and human civiliztion and how it effected history." The organization is limited but includes a purposeful structure with an introduction ("Ever wonder what happen. . . . where there is river and pletonic plates") and a conclusion ("Geological feature gave us. . . . human civiliztion and how it effected history"). The sentence-to-sentence connections are limited ("For the History part," "Also," "Explained in the artical," "however," "This shows"). The evidence is limited in support of good ("provide water and can be used as a energy source"; "good source of fish") and bad changes ("the ships were stop by the rapids, the fall line was a serious obstacle to travel and trade") resulting from the tectonic shift. The evidence is insufficiently explained ("making trading a bit harder," "hader to communicate"), and the writer's word choice is general ("amazing places," "good place," "good source"). Overall, the response reflects a partial understanding of the writing purpose.



**Conventions: 0**

The writing demonstrates little to no command of grade-level-appropriate conventions. There are run-on sentences ("On earth we have land . . . effect history and human civilization"; "When river are form . . . amazing places to seattle by"), a sentence fragment ("Also good source of fish"), missing commas ("they are towns there for," " 'along the fall line' it shows," "For the History part can effect," "Story is states' however the ships' "), and commas instead of periods ("river, now you might"). Some capitalization is either missing ("falling into place along the fall line"; "New jersey"; "washington D.C"; "richmond") or incorrect ("For the History," "the Story is states," "With Geological features"). Grammatical errors ("what happen[s]"; "features help shaped"; "there is river"; "rock down and form river"; "river are form they are towns there"; "shows examples New jersey") are present, as well as cases in which "effect" and "effected" should be "affect" and "affected." Many spelling errors ("circluar," "pletonic," "erison," "there for," "artical," "Explained," "hader," "nessasary") are also present. Overall, the many errors impact the clarity of the writing and the reader's understanding of it.

## Score Point 3

### **Response 1**

Geological features have helped shaped the history of human civilization by affecting where groups of people would establish their settlements.

Fall lines allow for the ready access of natural resources, such as food and water, to the groups which live along them. This is why serveral Native American groups lived lived in close proximity of them, and as Europeans pushed westward they began creating colonies along the same fall lines. As well as providing an abundance of natural resources, the rapids of these fall lines had the added advantage of fueling European industry.

### **Organization and Development of Ideas: 1**

The writer presents a thesis that geological features have shaped “human civilization by affecting where groups of people would establish their settlements,” but the thesis is not developed appropriately. Organization in the response is minimal: the first paragraph introduces the thesis, and the second and final paragraph provides the evidence. There is no conclusion or logical transition between the paragraphs to convey to a reader that a fall line is an example of a geological feature. Little text-based evidence is provided (“Fall lines allow for the ready access of natural resources”; “Europeans . . . began creating colonies along the same fall lines”) and is insufficiently explained (“the rapids . . . had the added advantage of fueling European industry”). Overall, the development of ideas to support the thesis is minimal, and this response reflects a limited understanding of the writing purpose.

### **Conventions: 2**

The writing demonstrates a consistent command of grade-level-appropriate conventions. The response has a few minor errors (“the groups which [that] live,” “serveral,” “groups lived lived in”), but those errors do not impact the clarity of the writing.

## **Response 2**

Geological fetures have shaped the history of human civilazations because of how the natrual advantages of some locations and the natrual borders the world has.

Some places on earth are simply better than other because of their location and resources. Basically the location and resourses of a place are the most important factors humans look for when looking for a place to settle in. For example, in the article the author states that " The area also offers easy access to the natural resources of both tidewater costal plains and the Piedmont plateau." The author is saying that this place has always been a popular place to live because of the geological features it has. If this plaace did not have the geological features it would not draw people to it because they would have a hard time livin gin a place that does not have the neccessary features for a successful settlement.

The natrual borders of the world have seperated humans sinice anchient times because of agreements that have groups of people seperate themselves from others. Essentailly, things like rivers, mountins, and valleys can be used by humans as a border to not cause conflict between eachother. As the author states in the article" The fall line formed a natrual border between different groups of people." The natrual border of the fall line was used to seperate people and not let the two groups run into eachother. If their were no border they would commenly have run ins with eachother and may start to fight.

The natrual advantages of places and natrual borders are two examples of how geological fetures have shapeds the history of human civilaztions.

### **Organization and Development of Ideas: 2**

The writer presents a thesis in the first sentence that "Geological fetures have shaped the history of human civilazations because of how the natrual advantages of some locations and the natrual borders the world has." The organization contains a purposeful structure that includes an introduction in the first paragraph and restates the thesis in the conclusion in the last paragraph. Sentence-to-sentence connections ("Basically," "For example," "Essentailly," "As the author states") contribute to the organization. The quoted evidence ("offers easy access to the natural resources"; "formed a natrual border between different groups of people") is limited but sufficiently explained ("location and resourses of a place are the most important factors"; "If this plaace did not have . . . would not draw people to it"; "seperated humans sinice anchient times"; "used by humans as a border to not cause conflict"; "not let the two groups run into eachother"; "have run ins . . . and may start to fight"). The writer's word choice is general ("better than other," "looking for a place," "neccessary features"). Overall, the response reflects a partial understanding of the writing purpose.

### **Conventions: 1**

The writing demonstrates an inconsistent command of grade-level-appropriate conventions, including grammatical ("better than other," "If their were," "have shapeds the history") and spelling ("fetures," "civilazations," "natrual," "simply," "plaace," "sinice," "anchient," "Essentailly," "seperate," "commenly") errors. The sentence construction, punctuation, and capitalization are mostly correct. The response has several errors, but the reader can understand the writer's thoughts.

**Response 3**

Geological features like the fall line helped shape the history of human civilization because it gives people ways to transport goods and helps connect part of the world to the other. The fall lines have influenced the human civilization on where they settled. Some major modern cities that have settled along the fall line for the region's underlying geology like, Trenton, New Jersey; Washington, D.C.; Richmond, Virginia; and Augusta, Georgia.

With the fall lines it created natural borders for humanity. The article mentions how before Europeans arrived in North America the fall lines created a border, "In the Southeast, for example, people who spoke Algonquian languages, including the Powhatan, tend to live east of the fall line. Those who spoke Siouan languages, including the Monacan, lived to its west." Having this natural border it helped the people not have to many conflicts over the border. Having a prominent and unmovable border that was not man made insured that the border stayed true.

The fall line has helped with advancing technology in the passage it provides the fall line has done that, "falls offered plenty of potential to power other fledgling industries. In Massachusetts, for example, the city of Lowell flourished as falls on the Merrimack River powered its textile mills." With the mills being powered by the river it helps save on using limited resources. And is a good way to use the surrounding geography to make large or small advances in technology.

Fall lines created various ways for the human population to take advantage of its resource. The text highlights ways that the human population has used there resource, "Sailors could navigate their oceangoing ships up tidal rivers directly to settlements. Builders could quarry stones from the rocky ground. Lumber producers and grain millers could power their sawmills and gristmill with the fast-flowing water." Being able to use the river/fall line it makes daily tasks easier and more straightforward. Although the river can be a huge help in speeding along advances in technology It can also make some things harder when trying to transport things. the passage also mentions the fact that ships could not travel up stream so instead, "cities at the fall line served as a transportation hubs, where goods were transferred from ships to wagons for trade upstream" All though they had some setbacks going up stream they were able to figure out a way to get the goods upstream.

The geological features did in fact helped shape the history by giving people a way to use it as natural borders, advancing technology, and transportation. Without this resource it would make everything slightly harder and we would probably not be where we are now without it.

### **Organization and Development of Ideas: 3**

The writer provides a clear thesis in the conclusion of the response that “geological features . . . helped shape the history by giving people a way to use it as natural borders, advancing technology, and transportation.” An introduction and a conclusion (“The geological features. . . not be where we are now without it”) are evident. The organization is logical as the writer addresses each of the ideas presented in the thesis and includes some transitions between paragraphs and sentences (“With the fall lines,” “Having this natural border,” “Fall lines created,” “Althoge”). Specific and well-chosen, text evidence supports the thesis (“In the Southeast . . . the Monacan, lived to its west”; “offered plenty of potential to power . . . powered its textile mills”; “Sailors could navigate . . . fast-flowing water”). This evidence is clearly explained (“helped the people not have to many conflicts”; “Having a prominent and unmovable border . . . insured [insured] that the border stayed true”; “being powered by the river it helps save on using limited resources”; “use the surrounding geography to make large or small advances in technology”; “a huge help in speeding along advances”; “able to figure out a way to get the goods upstream”). The writer’s word choice is specific (“prominent,” “unmovable,” “advancing,” “highlights”) and enhances the response. Overall, the response reflects a thorough understanding of the writing purpose.

### **Conventions: 0**

The writer demonstrates little to no command of grade-level-appropriate conventions. Some capitalization errors at the beginning of sentences (“the artical mentions,” “the passage also mentions”) and some missing periods at the ends of sentences (“tecnology It can,” “ ‘trade upstream’ All though”) occur throughout the response. Grammatical errors (“the Powhatan, tend to live”; “not have to many”; “And [it] is a good”; “Fall lines created versus [various] ways”; “advantage of its resource[s]”; “population has used there resource”; “where good[s] were tranfers”) frequently impact the clarity of the writing. Additionally, spelling errors frequently occur throughout the response (“feachers,” “civilisation,” “becuse,” “conect,” “setall,” “maiger,” “motern,” “falt,” “artical,” “ins-herd,” “surounging,” “geografy,” “lage,” “tecnology,” “dayily,” “easyere,” “straget,” “spiding,” “transpor,” “travle,” “insted,” “dall,” “ftom,” “weere,” “figuer,” “ot,” “ues,” “resours”). Overall, these errors impact the clarity of the writing and the reader’s understanding of the writing.

## Score Point 4

### Response 1

We have all seen many different geological features, some more beautiful than others, but have any of us stopped to think on many questions like: how was it formed? did it help society? What was the effect this feature created? Questions like these can easily be answered if we just stop and look back at what really happened.

Many geological features, like the one in the article, have been used to benefit society as a whole, whether it's a certain group of people, or even a huge city, humans have found ways to use these features for good purposes. Take for instance, the fall line, this was used for good fishing economies, sailors could easily navigate using tidal rivers, builders could quarry stones from the rocky ground, and many more. All of these examples and plenty of reasons why society uses these features to good use, without them, society may have never grown properly.

Though there were the advantages and reasons to move to such features, there were also disadvantages, like ships being stopped because of the rapids, problems in travel and trading, and even made barriers to upstream settlements. These obstacles made it harder to leave the fall line and no one did for over a decade. The moment they did, the economy skyrocketed as they were able to build transportation hubs, and docks along streams. These societies have managed to overcome such obstacles and because of this is the reason we have cities and towns in the first place!

These are just many of the reasons and examples on how humans have used these features to good use and how because of these, society was able to help shape history as we know it.

### **Organization and Development of Ideas: 2**

In this response, the writer implies a general thesis idea that geological features like the Atlantic Seaboard Fall Line presented advantages and disadvantages to human civilizations. The essay has a purposeful structure that includes an introduction and a conclusion, along with a compare-and-contrast organizational structure, with the second paragraph devoted to advantages and the third to disadvantages. The writer uses rhetorical questions ("What was the effect this feature created?") and connects ideas ("Take for instance," "Though there were the advantages," "The moment they did") to support the logical development of the thesis. The writer includes some paraphrased, text-based evidence ("used for good fishing economies . . . the rocky ground"; "ships being stopped because of the rapids . . . upstream settlements"; "able to build transportation hubs"). However, the explanations are insufficient, especially in the second paragraph where the benefits of the advantages lack specific or detailed information ("humans have found ways to use these features for good purposes"; "plenty of reasons why society uses these features"). As a result, the overall support for the thesis is limited and partially developed. Additionally, the expression of ideas is basic because the writer's word choice is general and imprecise ("look back at what really happened"; "uses these features to good use"; "may have never grown properly"; "made it harder to leave the fall line"). Overall, the response reflects a partial understanding of the writing purpose.

**Conventions: 2**

The writing demonstrates a consistent command of grade-level-appropriate conventions. A few errors occur with capitalization, spelling (“wether [whether]”), and grammar (“its [it’s] a certain group,” “These society have”), but these errors do not impact the clarity of the writing.

## **Response 2**

Have you ever wondered how geological features helped shape the history of human civilization and the way we live now?. Today i will talk about how geological features help change history in a mojour way and how it affected not only the land of america, but also the way people live such as people being seperated because of natural borders.

In the article "falling into place of the fall lines" it talks about how human civilization has changed overtime and how it has affected it majorly due to geological features. An example of change is the way salors got from one location to the next, it has become easier for them to navigate through the area because of the fall lines and their ocean going ships passing through tidal rivers to get to their location directly, but due to this it has also provided many obstacles such as rapids and imposed barriers.

One major change was many people loved to live near the fall lines because it provided easy access to natural resources of tidewater costal plains and piedmont platue. In paragraph 8 it says "This fall line has always been a desirable place to live. Long before europeans arrived in the area, people were drawn to it by the abundance of fish...The area also offered easy acess to the natural resuorces of both tidewater coastal plains and the piedmont platue." This evidence shows that due to the fall lines people had easy acess to natural resources which was one of the reasons people loved to live near them because it wouldnt be as hard as to find other resources in another area that would be harder to gather. This also cause europeans to arrive in the area due to this.

Secondly the fall lines also created a mjour change, it created natural borders seperating different groups/races of people which made people see this as prime real estate which caused people to settle and establish towns that grew into large cities overtime. In paragraph 9 it mentions "When europeans pushed westward from the Atlantic Ocean in the seventeenth and eighteenth centuries, they also recongnized the area as a prime real estate...They later established towns that later grew into cities" This evience from paragraph 9 shows that due to the area they wanted to move into it and seen it as major oppertunity which helped develope into towns and latert in the future large cities.

In conclusion how geological change helped chnange human civilization history is it helped many people gather more resources and it created trade routes that helped get directly to their destination. Geological changed help people build established more towns and cities. These natural feautres helped the way people live.

## **Organization and Development of Ideas: 3**

The writer provides a clear thesis at the end of the first paragraph, stating that geological features not only helped to change and affect America but also changed "the way people live such as people being seperated because of natural borders." An introduction ("Have you ever wondered. . . . natural borders") and a conclusion ("In conclusion. . . . the way people live") are evident, and ideas are logically connected in purposeful ways ("Today i will," "In the article," "An example of change," "One major change," "In paragraph 8," "This evidence shows," "Secondly," "In paragraph 9 it mentions," "In conclusion"). Specific and well-chosen evidence to support the thesis is included in the form of paraphrased evidence ("the way salors got from one location to the next") and quoted text ("always been a desirable place to live"; "easy acess to the natural resuorces"; "When europeans pushed westward"). In addition, the writer clearly explains the ideas ("it has become easier for them to navigate through the area"; "people loved to live near them because it wouldnt be as hard as to find other resources"; "wanted to move into it and seen it as major oppertunity"). Overall, the writer demonstrates a thorough understanding of the writing purpose.



**Conventions: 1**

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. A variety of punctuation errors ("we live now?."; "wouldnt"; " `cities' This evience"; "latert in the future large"; "help people build[,] established more towns") are present. The writer does not consistently capitalize where required ("Today i will"; "america"; "falling into place of the fall lines"; "europeans"). In addition, grammatical errors ("geological features help[ed] change"; "This also cause europeans"; "move into it and seen [saw] it"; "Geological changed help") and multiple spelling errors ("features," "mojor," "seperated," "salors," "obsticles," "pledmount," "platue," "acess," "whoch," "oppertunity," "develope," "latert") occur throughout the response. Overall, the response has several errors, but the reader can understand the writer's thoughts.

## Score Point 5

### Response 1

Throughout history, geology has always been a factor in successes or failures of human civilization as they build upon mountains, brave the treacherous seas, or develop agricultural methods. From valleys to tectonic plates, humanity has always been influenced by geology and the natural ways of the earth. Over the years, people have changed and adapted accordingly, creating the world lived in today. Geological features have helped shape the history of human civilizations by influencing where people live and forming a natural border between different groups of people.

Geological features have helped shape the history of human civilizations by influencing where people reside. For example, modern cities such as Trenton, New Jersey; Washington, D.C.; Richmond, Virginia; and Augusta, Georgia were built in their specific locations because of the Atlantic Seaboard Fall line. This fall line was an advantageous place to live, as seen by the abundance of natural resources of the Tidewater coastal plains and Piedmont plateau. Many people settled down near rivers and towns that later became cities were established. Without the Atlantic Seaboard Fall Line, the modern cities today that hold impact to the world may not have been formed, and the history of civilizations would've been altered. By influencing where people resided, the Atlantic Seaboard Fall line shows that geological features have aided in shaping the history of human civilizations. Another way that human civilizations have been influenced by geological features is that a natural border has been formed between groups of people.

Geological features have influenced the history of human civilizations by forming a natural border between different groups of people. In the Southeast, people who spoke Algonquian languages, such as the Powhatan, lived east of the fall line, while those who spoke Siouan languages, including the Monacan, lived to its west. The natural border of the fall line allowed for these groups of people to be separated and form their own cultures, traditions, and languages that they wouldn't have had otherwise. The fall line gave people an opportunity to expand in diversity and become unique culturally, proving that geological features change human civilizations.

By forming a natural border between different groups of people and influencing where people resided, geological features are shown to shape human civilizations. The Atlantic Seaboard Fall line is only one example of how humanity has been influenced by geological features, not just in history, but in daily life. There's no doubt that geology has always and will remain an essential part of shaping human civilizations.

### **Organization and Development of Ideas: 3**

In the last sentence of the introduction, the writer states a clear thesis that identifies two ways in which geological features have helped shape human civilization ("by influencing where people live and forming a natural border between different groups of people"). The essay has a purposeful structure with an effective introduction and conclusion and is organized to support the full development of both ideas in the thesis. In the second paragraph, the writer focuses on how geological features influenced where people reside. Relevant, text-based evidence is paraphrased and clearly explained ("modern cities . . . were built in their specific locations"; "towns that later became cities were established"; "Without the Atlantic Seaboard Fall Line . . . the history of civilizations would've been altered"). In the third paragraph, the writer examines the impact of natural borders on the specific Native American groups referenced in the article ("form their own cultures . . . they wouldn't have had otherwise"; "expand in diversity and become unique culturally"). Additionally, all the ideas are expressed clearly and effectively, and the writer's word choice enhances the essay ("brave the treacherous seas," "develop agricultural methods," "changed and adapted accordingly," "advantageous," "expand in diversity," "become unique culturally," "an essential part"). Throughout the response, the sentences are crafted ("From valleys to tectonic plates . . . the natural ways of the earth"; "Without the Atlantic Seaboard Fall Line . . . would've been altered"; "The natural border of the fall line . . . they wouldn't have had otherwise") to contribute to the overall quality of the essay. This response reflects a thorough understanding of the writing purpose.

### **Conventions: 2**

The writing demonstrates a consistent command of grade-level-appropriate conventions. If any errors are present, they are few and minor in nature and do not impact the clarity of the writing.

## **Response 2**

It is evident that the one of the first European settlements in North American history is along the East coast of the present-day United States. Over time, humans have adapted to, as well as changed, the environment around them. As much as human society has had an effect on the natural environment, geological features have shaped the construction of human civilizations in the United States because it caused humans to settle in specific locations and have made them find alternative ways to develop their settlements.

As Europeans sought to find more land to conquer, the fall line of the Eastern coast was attractive enough for the Europeans to settle there. In the article, the author states that, "Builders could quarry stones from the rocky ground. Lumber producers and grain millers could power their sawmills and gristmills with the fast-flowing water." This evidence shows the geological advantages that the fall line provided benefitted European needs so much that they decided to settle there. As time went on, the fall line powered factories that fueled industrialization, turning their settlements into cities. It explains the reason why the Eastern coast is filled with settlements throughout the region. On the other hand, the European settlers also faced obstacles because of geography.

The fall line cause ships to be "stopped by the rapids, the fall line was a serious obstacle to travel and trade. It also imposed barriers to upstream settlement." In response, Europeans had to find ways to get around this problem. One way was to transfer goods from ships to wagons, which were easier to transport upstream. It led to the formation of Georgetown and its location beneath the Great Falls of the Potomac. The changes required through settling along these fall lines helped shape how cities were to be created and developed. Although the fall lines prevented European migration westward, the later generations learned to adapt to the geography that provided precedents for later American societies.

The location and development of North American societies have been shaped by geography. Not only did European settlers create modern-day cities, but they have influenced how transportation works. It is because of the benefits and issues brought by the features of these regions that our world is the way it is today.

## **Organization and Development of Ideas: 3**

The writer presents a clear thesis that "As much as human society has had an effect on the natural environment, geological features have shaped the construction of human civilizations in the United States because it caused humans to settle in specific locations and have made them find alternative ways to develop their settlements." The organization includes an effective introduction and conclusion, and the progression of ideas is logical. The writer effectively connects ideas ("Over time," "As much as," "This evidence shows," "As time went on," "On the other hand," "In response," "Although"). The quoted text-based evidence is specific and well chosen ("Builders could quarry stones . . . with the fast-flowing water"; "stopped by the rapids, the fall line was a serious obstacle. . . . imposed barriers to upstream settlement"). This evidence is also clearly explained ("the fall line powered factories that fueled industrialization"; "transfer goods from ships to wagons"; "later generations learned to adapt to the geography"). In addition, the writer's word choice is specific and purposeful ("evident," "alternative ways," "industrialization"), and it enhances the response. Overall, the response reflects a thorough understanding of the writing purpose.

**Conventions: 2**

The writing demonstrates a consistent command of grade-level-appropriate conventions, including correct sentence construction, punctuation, and capitalization. A minor grammatical error ("The fall line cause[caused] ships") and two spelling errors ("erapids," "imiposed") are present but 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**

I think that it has changed our lives so much because before, everyone was against each other and now, everyone can get along well and make new friends with new people they meet. It's also helping people make better descisions like recycling and making things better. I think that life has become more easier because people would have to walk everywhere but know people have built cars to make it easier to transport. I think that things have become more evolved now because of history and I think it's really important for people to understand. I think it's great to look back at what things were like before and how they are after.

### **Response 2**

Acquiring the loft room profoundly changes thea by providing her with a sactuary where she can explore her artistic talents freely and without inhibition, leading to a transforative journey of self discovery and growth. In the first paragraph the acquisition of the loft riim offers Thea a phisical space seperate from her famillial responsibilities and societal expctations. She feels a sence liberation as she describes the room as her own place where she can purse er artistic inclination without interference. This newfound autonomy marks the beginning of her journey towards self relization. In paregraph 2 in the loft room Thea discovers a treasure trove of artistic materials left behind by her fathers tenant. This discovery ignites her curiosity and passion of art, opening up new possibilities for self expression, She becomes absorbed in exploring the contents of the room signaling a shift in her priorities towards nuturing her creative talents. Acquiring the loft room profoundly alters Theas trajectory, providing her with the space and freedom to explore her artistic talents and embark on a transformative journey of self discovery. Through her experiences in the loft room, she grows in confidence and determination, setting her on a path towards fulfilling her artistic potential,

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

**Passage 1:  
Moon Landing**

- 1 That warm summer night, Anna’s family gathered together in the living room to watch men in unwieldy, white spacesuits that encompassed them, their faces obscured by the bubbles of their helmets. They walked on the moon, and on the television a news anchorman narrated their movements in his kind, gravelly voice. Two men walked on the moon in shadowy black-and-white, a phantom stage where their footsteps sank into the dust, but in the sky over Anna’s house, the moon was a waxing pink crescent, the dark part of it barely visible.
- 2 Anna was fifteen and earthbound, her days unfolding in the stifling sameness of her neighborhood that was beginning to weigh her down. She let out a sigh and lamented the dull, pedestrian rhythm of her life: the only time she experienced travel or adventure was watching it on TV; her days were spent slouching on the curb to watch the little kids play another game of jacks; her evenings were spent walking to the corner store or perhaps sitting in the garage, listening to music from one of her three 45s.
- 3 She longed for the distance of the moon.
- 4 On the television, the men looked like paper dolls, their spaceship like a toy, and the surface of the moon was deep with powdery dust. Her father said they could all stay up late to watch history being made. “It’s something to see,” he said solemnly.
- 5 Across the neighborhood, in identical windows, the dim blue glow of televisions was as uniform as the yards, the gray-black driveways, the white houses that lined the dark streets.
- 6 On the television, men bounced along on the surface of the moon. “They’re going to collect rocks and bring them back to Earth,” her brother David said. “Moon rocks.”
- 7 Anna pictured the moon rocks as shy and cold gray jewels making the long odyssey back to Earth in metal chests.
- 8 Outside the window, the neighborhood started to go to sleep. Identical lights went out in identical houses. The shadowy play of television lights on picture windows winked out and went black. Traffic hummed on the overpass that towered above their little street and a slight breeze whispered *hush, hush*. The thin moon turned golden and slid behind a purple cloud.
- 9 Anna wanted to climb out the window and find her future, away from the mundane emptiness of her living room. You are being overly dramatic, her mother would say to her on days when she moped about the monotony of her life. But Anna thought she was not being dramatic *enough*.
- 10 The next morning, Anna woke up before dawn. Her father was already reading the newspaper and sipping coffee from a ceramic mug. Anna settled into a chair opposite him and pulled a section of the newspaper toward her. MEN WALK ON THE MOON, the headline blared.

- 11 Anna sighed wistfully and peered at the grainy images in the newspaper.
- 12 Her father looked over his newspaper and smiled. He enjoyed this still-dark part of the day; they both did. Outside the window, the neighborhood woke up slowly, lights came on behind curtains and venetian blinds, and a car engine lurched and echoed across the empty street.
- 13 "Remember when you collected rocks?" her father asked as he perused an article about moon rocks. His hand, smudged with newsprint, reached from behind the open paper for his coffee.
- 14 Anna had to smile; she had been so proud of her rock collection. Wherever she went, she had prowled the ground—the furrows of the field behind her grandfather's house, the grassy hills beside the playground, sandy beaches when they spent a day on the coast.
- 15 Her favorite rock was a chunk of jasper. She had found it one warm autumn afternoon when she was walking with her grandfather. The rock was nearly buried in brown soil, and she had knelt to pick it up, startled by the rainbow stripes that wrapped the rock's opaque canvas. "It's beautiful," her grandfather had said as Anna held it up in the sunlight. "That's jasper. I used to look for jasper when I was a boy, playing out here with my cousins. They were hard to find."
- 16 "You have always found hidden treasures," her grandfather had said, and Anna remembered how the rainbow rock had felt smooth and cold in her hand.
- 17 "You have always found such beautiful rocks," her father said now, running the side of his hand down the crease of the newspaper. "Earth rocks," he chuckled. Anna had to smile. She imagined the astronauts hunched down in their awkward suits hunting for moon rocks and wondered if the rocks shattered into fine dust before they could pry them out of the moon's surface.
- 18 After breakfast, Anna searched in her closet for the cardboard box containing her rock collection and pulled it into the center of the room. Here was an agate with its soft browns swirling like the rings in a tree trunk. Quartz, with its sparkling white edges; mica, with its delicate flakes of silver and black.
- 19 And there was the jasper she had found that October afternoon. Anna held the rock up to catch the sunlight from the window. Deep red, ochre, and rose formed pastel striations on its surface.
- 20 She leaned down and peered into the box; it was full of hidden treasures from a time when she had noticed the way the Earth shared pieces, yielding splinters of color she would carry in her pocket as she made her way home.
- 21 "You're good at noticing things," her grandfather had said as he took the jasper into his own hands. Anna had smiled, and now, a decade later, she crouched down to examine an amber stone the shade of honey, a sliver of fragile shale, an egg shape of granite flecked with blue.
- 22 "Earth rocks," Anna murmured to herself, and she began taking them out of the box, lining them up on the floor like a museum exhibit.



## **English II Reading Short Constructed Response**

### **Prompt**

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

How does the moon landing affect Anna in the story "Moon Landing"? Support your answer with evidence from the story.

## Item-Specific Rubric

### Score: 2

A complete response will provide, but is not limited to, one of the following responses about how the moon landing affects Anna in "Moon Landing."

- Watching the moon landing captures Anna's imagination as she makes comparisons of the astronauts and their gear to more familiar objects and tries to envision the moon.
- The moon landing reminds Anna of experiences outside her own life, and it makes her long to escape.
- The moon rocks collected during the landing lead Anna's father to reminisce about her rock collection, ultimately leading her to find renewed interest in the collection.

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:

- *On the television, the men looked like paper dolls, their spaceship like a toy, and the surface of the moon was deep with powdery dust.* (paragraph 4)
- *Anna pictured the moon rocks as shy and cold gray jewels making the long odyssey back to Earth in metal chests.* (paragraph 7)
- *She longed for the distance of the moon.* (paragraph 3)
- *Anna sighed wistfully and peered at the grainy images in the newspaper.* (paragraph 11)
- *"Remember when you collected rocks?" her father asked, as he perused an article about moon rocks.* (paragraph 13)
- *"You have always found such beautiful rocks," her father said now, running the side of his hand down the crease of the newspaper. "Earth rocks," he chuckled. Anna had to smile.* (paragraph 17)

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 moon landing affects Anna in "Moon Landing."

### 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**

She peered and was happy

The writer does not provide an accurate answer. The response is vague and insufficient and does not answer how the moon landing affected Anna in the story. The text evidence ("peered") does not support an accurate answer.

#### **Response 2**

The moon landing was always something that Anna always dreamed of

The writer does not provide an accurate answer as Anna never dreams of going to the moon. In addition, the writer does not provide any evidence from the story, either by direct quotation or paraphrasing, that could support an accurate answer.

#### **Response 3**

After Anna had seen the moon landing, she immediatly knew what she wanted to do when she was older. Anna was curious about the moonlanding as she would ask her family questions. She was interested in everything to do with space and going to the moon. After Anna had seen the moon landing, it inspired her to be an astronaut when she grew up.

The writer does not provide an accurate answer. Anna never discusses her future other than wanting to explore outside of her living room. The writer does not provide any cited or paraphrased evidence from the passage that could support a correct answer. The evidence provided discusses Anna speaking to her family and being interested in everything about space and the moon, but in the text, Anna never talks to her family about space and the moon. Her father is the one who mentions her rock collection to her, which is to help her realize she is adventurous in her own way with her earth rock collection. Anna does speculate about the moon to herself but only considers it in terms of her imagination and craving for adventure, not in terms of a future career. Therefore, this evidence is not relevant and cannot be properly applied to support an accurate answer.

#### **Response 4**

that warm summer night annas family gatered together in the living room to watch men unwieldy

The writer does not provide an accurate answer, as the response does not answer the question of how the moon landing affected Anna in the story "Moon Landing." This is a direct quote that describes generally what happened in the story and does not answer the question. The writer does not cite or paraphrase any text evidence from the story that could support an accurate answer.

## Score Point 1

### **Response 1**

The moon landing effects Anna by making her realise that she wants to explore the world herself and not watch it on some screen and someone else doing it

In this partial response, the writer includes an accurate answer ("The moon landing effects Anna by making her realise that she wants to explore the world herself and not watch it on some screen and someone else doing it"). The answer is acceptable because watching the moon landing captures Anna's imagination as she makes comparisons of the astronauts and their gear with more familiar objects and tries to envision the moon. It leads Anna to want to seek adventure outside of her neighborhood. However, no supporting text evidence from the story is provided.

### **Response 2**

The moon landing affects Anna because she enjoys watching the on TV, because its the only way she felt like she was in an adventure. She wishes she could actually experience it in real life. As though she couldn't experience it, it still excites her bein able to see it on TV, and learning more things.

In this partial response, the writer includes an accurate answer ("The moon landing affects Anna because she enjoys watching the on TV, because its the only way she felt like she was in an adventure"). The answer is correct because the moon landing reminds Anna of experiences outside her own life, and it makes her long to escape. However, no supporting text evidence from the story is provided.

### **Response 3**

The moon landing motivates Anna by prompting her to question herself. "She longed for the distance of the moon"

In this partial response, the writer does not include an accurate answer ("The moon landing motivates Anna by prompting her to question herself"). The moon landing itself does not cause Anna to question herself, as she was already thinking of what her life lacked long before the actual moon landing. The writer provides relevant text evidence from the story that refers to Anna wanting to seek adventure ("She longed for the distance of the moon"), which is evidence that could support a correct answer.

### **Response 4**

Anna had to smile; she had been so proud of her rock collection. wherever she went, she had prowled the ground-the furrows of the field behind her grandfather's house, the grassy hills beside the playground, sandy beaches when they spend a day on the coast.

In this partial response, the writer does not include an accurate answer of how the moon landing affected Anna in the story "Moon Landing." The response consists solely of a direct quote from the story that could support an accurate answer.

## Score Point 2

### **Response 1**

In the story, the character of Anna is affected by the moon landing causing her to remember a time when she found the world wonderful and exciting. She recalls a conversation she had with her grandfather about how she was always able to find such beautiful rocks. Anna then decided to revisit her rock collection. She looks at them and finds them beautiful. Her monotonous opinion about earth changes. This memory leads her to once again appreciate the world for all the ways it does make life interesting.

In this complete response, the writer includes an accurate answer ("In the story, the character of Anna is affected by the moon landing causing her to remember a time when she found the world wonderful and exciting") and provides paraphrased evidence from the story that supports the answer ("She recalls a conversation she had with her grandfather about how she was always able to find such beautiful rocks. Anna then decided to revisit her rock collection. She looks at them and finds them beautiful").

### **Response 2**

The moon landing in the story affects Anna because she wishes to be living her life to the fullest. "She let out a sigh and lamented dull pedestrian rhythm of her life: the only time she experienced travel or adventure was watching it on TV;" Anna watching others live out their dream makes her feel deprived.

In this complete response, the writer includes an accurate answer ("The moon landing in the story affects Anna because she wishes to be living her life to the fullest"). The writer provides directly quoted evidence from the story that supports the answer ("She let out a sigh and lamented dull pedestrian rhythm of her life: the only time she experienced travel or adventure was watching it on TV"). This evidence supports the writer's answer because the moon landing reminds Anna of experiences outside of her own life, and it makes her long to escape.

### **Response 3**

The moon landing affects Anna by making her feel bored by her uneventful life.  
Paragraph 9 shows that Anna wants to escape from the mundane emptiness of her home, and that she frequently moped about the monotony of her life.

In this complete response, the writer includes an accurate answer ("The moon landing affects Anna by making her feel bored by her uneventful life"). This is a true statement, as Anna feels her life lacks adventure. The writer provides relevant, paraphrased supporting text evidence from the story ("Paragraph 9 shows that Anna wants to escape from the mundane emptiness of her home, and that she frequently moped about the monotony of her life"). This refers to how seeing the adventure of the moon landing added to her desire to escape from her own life and seek adventure that would make it less "mundane" in her eyes.

**Response 4**

The moon landing affects Anna in the story "Moon Landing" because it brings back good memory of what she use to do. It gives Anna a sense of happiness when her father brings up old memories and proud moment for Anna. "Remeber whne you collected rocks?" her father asked ... ". "Anna had to smile; she had been so prouf of her rock collection."

In this complete response, the writer includes an accurate answer ("The moon landing affects Anna in the story 'Moon Landing' because it brings back good memory of what she use to do. It gives Anna a sense of happiness when her father brings up old memories and proud moment for Anna"). Although Anna is initially unhappy and wants more adventure due to the moon landing, it also leads her to remember her own adventures of collecting "earth rocks" when reminiscing with her father. The writer provides relevant supporting text evidence from the story (" 'Remeber whne you collected rocks?' her father asked ... "; "Anna had to smile; she had been so prouf of her rock collection") to support the answer.

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# **English II Writing Short Constructed Response**

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## English II Writing Short Constructed Response

### Passage: "The League of Nations"

#### Original Paragraph:

(6) Thanks in large part to the efforts of President Woodrow Wilson, the League of Nations was organized and became operational on January 10, 1920. (7) There were initially about 40 members, with more countries joining later. (8) Germany was finally allowed to join the league in 1926, which was originally not offered membership due to its perceived aggression during World War I. (9) Ironically, the United States never became a member. (10) This was due to opposition from some members of Congress, who feared that joining the group might actually draw the United States into foreign wars.

#### Prompt

Sentence 8 needs to be revised. In the space provided, rewrite sentence 8 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**

Germany was finally allowed to join the league in 1926, which was originally not offered membership due to its perceived aggression, during World War I.

The response does not express the ideas in a clear and effective way. The writer does not correct the mistake by rewording “which was” and instead adds a comma elsewhere (“aggression, during World War I”). The clause “which was originally not offered membership” is unclear and could refer to either the League or Germany. The original error is still present, so this response does not receive credit. The misplaced comma is an editing error that does not impact the score of this revising task.

#### **Response 2**

Germany was finally allowed to join the league in 1926, which was originally not offered memberships due to its perceived aggression during world war I after the year 1926.

The response does not express the ideas in a clear and effective way. The writer does not correct the original mistake by rewording the misplaced clause “which was” and instead only adds the year at the end of the response. The addition (“after the year 1926”) changes the meaning and causes confusion about the timeline of events. As a result, this response does not earn credit.

#### **Response 3**

Germany joined the league later than other countries due to the perceived aggression during World War I.

The response does not express the ideas in a clear and effective way. It only partially reflects the original sentence’s important ideas as the year of admission (1926) and the lack of an offer of initial membership are omitted. In order to receive credit, a response must include all required elements from the original sentence.

#### **Response 4**

Germany wasn’t originally offered membership due to perceived aggression, but then they were allowed to join to the league in 1926.

The response does not express the ideas in a clear and effective way. While the original error has been corrected, the idea of Germany’s aggression from World War I is not included. The mention of World War I is important because it provides the context for Germany’s initial exclusion from the League. All essential ideas must be present for a response to receive credit.

## Score Point 1

### **Response 1**

Germany, which was originally not offered membership due to its perceived aggression during World War I, was finally allowed to join the league in 1926.

The response expresses the ideas in a clear and effective way and reflects the critical elements of the original sentence. The writer eliminates the original error by rearranging the phrasing. The clause “which was originally not offered membership” now identifies “Germany” as the subject. The response earns full credit as all essential ideas are present, and the response is clearly written.

### **Response 2**

Due to its perceived aggression during World War 1, Germany was not allowed to join the league until 1926.

The response expresses the ideas in a clear and effective way and reflects the critical elements of the original sentence. The writer eliminates the original error by rearranging the phrasing. “Due to its perceived aggression” is moved to the beginning of the rewritten sentence. The sentence clearly explains that Germany was excluded from the League due to its perceived aggression. All essential ideas are present, and the response is clearly written and earns credit.

### **Response 3**

Germany was originally not offered a membership due to its perceived aggression during World War I, but in 1926 they were finally allowed to join the league.

The response expresses the ideas in a clear and effective way and includes the critical elements of the original sentence. The writer eliminates the original error by rearranging the phrasing and connecting the misplaced clause to “Germany.” The sentence clearly explains that Germany was excluded from the League due to its perceived aggression. All essential ideas are present, and the response is clearly written, resulting in full credit. The pronoun agreement and capitalization errors are editing concerns and do not impact the scoring of this revising task.

### **Response 4**

In 1926, Germany was finally allowed to join the league, even though the country was originally not offered membership, due to its perceived aggression during World War I.

The response expresses the ideas in a clear and effective way and reflects the critical elements of the original sentence. The writer eliminates the original error by rearranging the phrases for clarity. The timeline of events is clear, and the writer uses “even though” to connect the events in order. All essential ideas are present, and the response is clearly written. The misspellings are considered editing errors and do not impact the scoring of this successful revision.