



# **Grade 3 Reading Language Arts**

## **Constructed-Response Scoring Guide**

**Spring 2025**

## **General Information**

Beginning with the 2022–2023 school year, reading language arts assessments include an extended constructed response, or essay, at every grade level. They also include short constructed-response questions. Students are asked to write the essay in response to a reading selection and write in one of two modes: informational or argumentative.

This State of Texas Assessments of Academic Readiness (STAAR®) constructed-response scoring guide provides student exemplars at all score points for extended constructed-response and short constructed-response prompts from the STAAR reading language arts grade 3 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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# **Grade 3 Reading Passage with Extended Constructed Response and Short Constructed Response**

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

**Passage 1:**  
**The Farm Where Nothing Grew**

- 1 One day a young man came into a shop in the middle of a small town. "Are you the one who bought the old, empty farm outside of town?" asked the shopkeeper. The tailor and baker were also there.
- 2 "I am," said the young farmer.
- 3 "You will never be able to grow anything," said the tailor.
- 4 "No one has ever been able to," said the baker.
- 5 "No fruits," said the tailor.
- 6 "No vegetables," added the baker.
- 7 "Nothing worth anything will grow there," finished the shopkeeper.
- 8 "So you say," the farmer said. "I believe if you give to the land, the land will give to you." He bought his supplies and went back to his farm. The townspeople stared after him, whispering to each other and shaking their heads.
- 9 The next week, the tailor visited the farm. He saw the farmer tilling the soil. "That will take you days!" the tailor called. "You are wasting your time."
- 10 "So you say," the farmer replied with a wave.



- 11 A week later, the baker spotted the farmer in town. He was pushing a wheelbarrow full of broken branches and leaves as dry as dust. When the baker asked why, he told her he would spread it over his fields before he planted seeds. "It will not help, you know," she said.
- 12 The farmer raised his brows. "So you say."
- 13 In late spring, the shopkeeper passed the farm frequently to collect items for her store. Each time, the farmer was outside tending the green buds that peeked from the ground like bits of fur. He walked between the rows of plants, carefully watering each one with a small smile and a look of fondness. "They cannot last here," the shopkeeper called one morning.
- 14 "So you say," said the farmer.
- 15 After a few weeks, the townspeople realized they had not heard from the farmer. The shopkeeper, the tailor, and the baker went together to visit him. Seeing the field, they all gasped in disbelief. Bursts of color decorated the farm. Bright flowers banded the edges, and plentiful vegetables lined the inner rows.
- 16 The farmer stepped outside and nodded.
- 17 "I've got to hand it to you, you did great work," said the baker.
- 18 "This must be the greenest field in the country!" exclaimed the tailor.
- 19 "I thought nothing would ever grow here," whispered the shopkeeper.
- 20 The farmer laughed. "So you said."

## Passage 2: Olivia's Soccer Practice

*Whoosh!* went the soccer ball past a corner pole.  
Olivia groaned. The season neared its end,  
and though she tried, she still had not made a goal.  
She moped and worried. Could she break this trend?

- 5 She practiced kicking at the net at the park  
each day after school with help from her dad.  
Kick after kick, she practiced until dark.  
She dribbled well, but her shooting was still bad.

- Thunk!* The ball stopped on Olivia's toe.  
10 She lifted her leg back and kicked with no twist.  
She did everything right, so she did not know  
why even this perfect shot still missed.

- Olivia huffed. That was the last straw.  
All of this practicing was way too tough.  
15 She could not make a goal, an unbeatable flaw.  
She wanted to quit. She had had enough.

- "Come on, Olivia!" Dad said, "one more try!  
You love this sport. Just try to have fun."  
Dad was right, she knew, so she stood with a sigh.  
20 She aimed for the net, squinting at the sun.

*Thwack!* the ball grazed the outside of a goalpost.  
"Much closer!" Dad cheered and grabbed the ball.  
Olivia grinned, feeling proud enough to boast.  
"Pass it, please!" she yelled, stretching up tall.



## Grade 3 Reading Extended Constructed Response

### Prompt

Read the story “The Farm Where Nothing Grew” and the poem “Olivia’s Soccer Practice.”  
Based on the details in both selections, write a response to the following:

Explain why the farmer and Olivia feel **DIFFERENTLY** while working toward their goals.

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

Remember to —

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

Manage your time carefully so that you can —

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

Write your response in the box provided.

## Grade 3 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>Central idea is clear and fully developed</b> The central idea 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 central idea. 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 central idea. For pairs in grades 3-5, evidence is drawn from at least one text. 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>Central idea is present and partially developed</b> A central idea 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 central idea. 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 central idea, but it may be insufficiently explained, and/or some evidence may be irrelevant to the central idea. 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>Central idea is evident but not developed</b> A central idea 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 central idea, or the evidence presented is mostly extraneous and/or repetitious. Explanation of any evidence presented is insufficient and may be only vaguely related to the writing task. The response reflects a limited understanding of the writing purpose.</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 central idea 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>
<p><b>Score Point</b></p>	<p><b>Conventions</b></p>
<p><b>2</b></p>	<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>

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<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

The farm where nothing gerw and the poem Olivias soceer. A week later the baker spottted the famer in town. He was pushing a weelbarrow full of broken branches. Author's states The ball stopped on Olivia's toe. She lifted her leg back and kicked with no twist. The furm where nothing grew and the poem Olivias soceer practice. A week later the baker.

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

In this response, the writer does not present a clear central idea. The writer does not address the prompt, and the writing lacks an evident organizational structure. The paraphrased text from the two selections is not explained to be relevant. Overall, the response reflects a lack of understanding of the writing purpose.

#### **Conventions: 0**

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

#### Response 2

The Response of Olivia and the young man the young man was feeling . Tired and Olivia is feeling confedent about scoring the goal.

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

In this response, the writer presents a central idea ("the young man was feeling . Tired and Olivia is feeling confedent"), but it is not developed in relation to the prompt. No evidence is provided, and no organizational structure is apparent. Overall, the response reflects a lack of understanding of the writing purpose.

#### **Conventions: 0**

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

## Score Point 1

### Response 1

olivia was going to give up on soccer becus she cud not socor a goal well the famer didnt give up even thow pepel where saying he cud not

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

In this response, the writer presents a central idea (“olivia was going to give up . . . the famer didnt give up”), but it is not developed appropriately in response to the writing task. The organizational structure does not always logically support development of the central idea. There is minimal paraphrased evidence to support Olivia’s perspective (“becus she cud not socor a goal”), but none is provided for the farmer’s perspective. The writer’s word choice is limited, which impedes the clarity of the writing. Overall, the response reflects a limited understanding of the writing purpose.

#### **Conventions: 0**

The writer demonstrates little to no command of grade-level-appropriate conventions. The response is a single run-on sentence with no punctuation or capitalization. There are several spelling errors. There are many errors proportionally throughout the response, and these errors impact the clarity of the writing.

## **Response 2**

The farmer belives that he will succeed in his goal by never giving up and i know that because the farmer wants to prove the townspeople wrong and Olivia want to give up and does not want to soccer any more because she could not score a goal i know this beause was disapointed and did not want to do it any more but her dad started to cheering on Olivia and that made Olivia very happy so she gave it one more shot and was so close on shooting the goal and then she kepted on practicing and never gave up.

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

In this response, the writer presents a two-part central idea ("The farmer belives that he will succeed in his goal by never giving up . . . and Olivia want to give up"). The organizational structure lacks a clear introduction and conclusion. The attempted comparison between why the farmer will succeed ("because the farmer wants to prove the townspeople wrong") and Olivia not wanting to play soccer anymore ("because she could not score a goal") does not logically support the development of the central idea. The text-based evidence presented to support the farmer's position is insufficiently explained ("to prove the townspeople wrong"). The expression of ideas about Olivia is vague and ineffective ("i know this beause was disapointed and did not want to do it any more"), impeding the clarity of the essay and the writer's intended meaning. Overall, the response reflects a limited understanding of the writing purpose.

### **Conventions: 0**

The writer demonstrates little to no command of grade-level-appropriate conventions. There are errors in sentence construction due to the lack of punctuation, with only a period at the end of the response. There are capitalization errors ("i [I]"), sentence boundary problems due to a lack of properly placed periods to signify endings and beginnings of sentences, and missing commas to separate ideas. There are many grammatical errors ("does not want to soccer any more . . . i know this beause was disapointed . . . her dad started to cheering on Olivia"), subject-verb agreement errors and verb form errors ("Olivia want[s] to give up," "she kepted [kept] on practicing") as well as spelling errors ("belives," "beause," "disapointed"). 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

The reason why the farmer and Oliva are diffrent because the farmer feel's he will succsed but Oliva doe's not. According to the text "I belive if you give to the land the land will give to you but Olivea was upset and mad. This prove's that both of the charecter's are proud at the end.

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

In the response, the writer presents the central idea that "the farmer feel's he will succsed but Oliva doe's not," but it is not developed. The organizational structure does not always logically support development of the central idea as the conclusion ("both of the charecter's are proud at the end") is not supported by the rest of the response. Some text-based evidence is provided ("I belive if . . . give to you") but is not effectively connected back to the central idea. Other evidence is irrelevant ("Olivea was upset and mad"). The expression of ideas is limited, which impedes the quality and clarity of the writing. Overall, the response reflects a limited understanding of the writing purpose.

### **Conventions: 1**

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. Sentence construction is basic but mostly correct, with some concerns with misplaced ("feel's," "doe's") or missing punctuation ("text'I belive . . . will give to you but Olivea was upset and mad"). Capitalization is used correctly, but there are some misspellings present ("diffrent," "becase," "succsed"). The response has several errors, but the reader can understand the writer's thoughts.

## **Response 2**

how dose the story " the farm that where nothing grew " and " Olivia soccer prastices". feel when reaching there goal. the farmer didnt give up, didnt care what they told him about the farm and Olivia got worryed that she wouldnt scoare a goal befor the end of the secen was over. the story " the farm where nothing could grow" and the poem " Olivia soccer practise both feel diffrent when reching their goals. because the farmer never gave up and didnt care what they told him and Olivia was geting worryed and upset about thinking she couldnt make a goal. According to the text it says, After a few weeks ,the town people realized they hat not heard from the famer. the shopkeeper , the tailor,and the baker went together th vist him. seeing the fieeld,they all gasped in dis belief. burstof color decorated the farm. Bright flowers banded the edges, and pleniful vegetables lined the inner rows "I've got to hend it to you, you did great work ,"said the baker.and that is how the farmer feels and this is how Olivia feels. Whoosh! went the soccer ball past a corner pole Olivia groaned. the season neared It's end, and though she tried, she still had not made a goal she moped and worried. could she break this trend.

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

The writer presents the central idea that "the farmer didnt give up . . . Olivia got worried that she wouldnt scoare a goal," which is partially developed. The organizational structure lacks consistency and does not always support the logical development of the central idea. The introduction is repeated twice at the beginning of the response, and the conclusion is incomplete. ("that is how the farmer feels and this is how Olivia feels"). Text-based evidence is presented to support both parts of the central idea ("After a few weeks ,the town people realized they hat not heard from the famer. . . . went together th vist him. . . . Bright flowers banded the edges, and pleniful vegetables lined the inner rows 'I've got to hend it to you, you did great work ,'said the baker"; "Whoosh! went the soccer ball . . . Olivia groaned. . . . she moped and worried. could she break this trend") but is not fully developed. The text-based evidence provided about Olivia is more relevant to the writer's central idea, though the overall intention of providing the information from the passage about the success of the farmer and how he overcame the obstacles imposed by the negative reactions from the townspeople is still relevant. Overall, the response reflects partial understanding of the writing purpose.

### **Conventions: 0**

The writer demonstrates little to no command of grade-level-appropriate conventions. Sentences show many construction problems and are often incorrectly punctuated. Capitalization errors are present throughout the response, both at the beginning of sentences and with proper nouns ("how dose the story," "the farm where nothing could grow," "the season neared It's end"). Grammatical errors ("farm that where") and misspellings ("dose," "prastices," "worryed," "scoare," "didnt") are evident throughout the response. There are many errors throughout the response, impacting the clarity of the writing and the reader's understanding of the writing.

## Score Point 3

### Response 1

One way that the farmer and Olivia feel differently while working toward their goals is the farmer belived in himself more than Olivia did. The farmer kept going and didn't think about quitting at all but Olivia kept saying that she was going to quit but then she got it.

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

In the response, the writer presents the central idea that “the farmer belived in himself more than Olivia did,” but it is not developed appropriately in response to the writing task. The paraphrased evidence provides insufficient support for the central idea. The organizational structure is minimal, and the expression of ideas can be ineffective (“but then she got it”). Overall, the response reflects a limited understanding of the writing purpose.

#### **Conventions: 2**

The writer demonstrates a consistent command of grade-level-appropriate conventions. Sentence structure is clear with mostly correct use of punctuation, though the response is missing some commas. There are some errors in spelling (“belived,” “quiting”), but overall, the response has few errors, and these errors do not impact the clarity of the writing.



## **Response 2**

**Have you heard of "olivia's soccer practice" and "The farm where nothing grew"**

**The diffrence is that the farmer still belives that he can do it and olivia gives up but tries again.**

**The diffrence betwin the farmer then olivia is he that he work at a farm.The second diffrence is he grows plants.The third is he never gave up.The town went to go see it.**

**olivia gave up but she tried again.she played soccer.she practiced at the park with her dad.she missed many times.**

**To sum it all up there is a diffrence for everything.Not realy everything.**

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

The writer presents a central idea ("the farmer still believes that he can do it and olivia gives up but tries again"), which is partially developed. The organizational structure is not consistent and does not always support the logical development of the central idea, but an introduction and conclusion are present. The writer provides relevant paraphrased text-based evidence, though it is insufficiently explained, with most of the focus put on the difference in the farmer and Olivia's actions rather than their feelings ("he work at a farm . . . he grows plants"; "she played soccer.she practiced at the park"). Expression of ideas is basic, though the writer does make an effort to appeal to the reader with a question at the beginning of the response. Word choice is general ("To sum it all up," "Not realy everything"). Overall, the response reflects partial understanding of the writing purpose.

### **Conventions: 1**

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. Sentence construction is basic, with only a few sentences missing correct punctuation. Capitalization is inconsistent; though sometimes used correctly, it is often not utilized accurately for proper nouns, titles, and sentence beginnings ("olivia," "The farm where nothing grew," "she missed many times"). Some misspellings ("diffrence," "betwin," "realy") and grammatical errors ("farmer then olivia is he that he work at a farm") are present. The response has several errors, but the reader can understand the writer's thoughts.

### **Response 3**

The farmer and olivia feel diffrent while working towards there goals becuse the farmer thinks he can grow plants but the peopel in the town don,t beleven him becuse no one has grown crops but when the peopel in town have not seen him in a while they visit him to but see the feild full of crops but in olivia,s soccer practice she clould'ent get the soccer in the net she didn't think she clould do it but when she was practiceing with her dad she kicked the ball it hit the net she was happy and cotinued practiceing so the diffrents is the baker and the tailor didn't think the farmer could do it but he did it and in olivia's soccer practice olivia didn't think she clould do it but her dad thinks she can and said one more try you love this sport just try to have fun that incureged her kaped trying over and over so in the farm where nothing grew he farmer knew he could grow crops but the bakrer the tailor and the shop keeper didn't think he could do it but in olivia's soccer practice olivia didn't think she could do it but her dad knew she clould do it and when she almost did it she didn't give up un tell she did it and kicked the ball into the net and that is the diffrents bwteen the farm where nothing grew and olivia's soccer practice the end

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

The writer presents a fully developed central idea ("the farmer thinks he can grow plants"; "she clould'ent get the soccer in the net she didn't think she clould do it"). The organizational structure is effective and supports the logical development of the central idea. The writer has a clear introduction and conclusion that are focused on the prompt. Relevant paraphrased text-based evidence is provided ("peopel in the town don,t beleven him"; "when she was practiceing with her dad she kicked the ball it hit the net"; "farmer knew he could grow crops but the bakrer the tailor and the shop keeper didn't") and adequately explained, clearly supporting the central idea. Effective word choice enhances the response as the writer explains how the dad's words affect Olivia ("that incureged her kaped trying over and over . . . she didn't give up"). 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. The entire response is a long, single run-on sentence. There is almost no use of punctuation outside of misplaced commas and apostrophes ("don,t," "olivia,s," "clould'ent," "didn't"). The only correct capitalization is the first word of the response. Grammar is affected by lack of sentence structure and punctuation. There are also many spelling errors throughout the response ("diffrent," "becuse," "peopel," "clould," "kaped," "bakrer"). There are many errors, and they impact the clarity of the writing and the reader's understanding of it.

## Score Point 4

### Response 1

Olivia and the farmer feel differently while working toward their goal. My first reason is Olvia thinks she won't ever meet her goal. For example,in line 15-16 it says "She could not make a goal, anunbeatable flaw. She wanted to quit. She had enough". My second reason is the farmer knew he could make the plants grow and tried. For example everyday either the baker,shopkeeper, or tailor would always say "you will not grow your farm", but the farmer believed in himself and succeeded. In conclusion, the farmer and Olivia feel differently while working for their goal but both succeeded.

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

The writer presents a central idea that is not fully developed ("Olivia and the farmer feel differently while working toward their goal"). Organizational structure is limited, with an introduction that restates the prompt. A brief conclusion is evident. Although the writer logically connects ideas ("My first reason," "My second reason," "For example," "In conclusion"), the writer includes text-based evidence (" 'She could not make a goal, anunbeatable flaw . . . She had enough' "; " 'you will not grow your farm' ") that is insufficiently explained. The expression of ideas is basic. Overall, the response reflects partial understanding of the writing purpose.

### **Conventions: 2**

The writer demonstrates a consistent command of grade-level-appropriate conventions. Sentence structure is generally correct. Punctuation has only minor errors, with a missing comma ("For example everyday") and a misplaced period. Capitalization is generally accurate, with minimal spelling errors. Overall, the response has a few errors, but these errors do not impact the clarity of the writing.

## **Response 2**

In the story "The Farm where nothing grew" and the poem "Olivia's soccer practice" the two characters feel differently because, Olivia doesn't believe in her self much and listens to what other people are saying. The Farmer wouldn't let anyone stop him he didn't care what the other people said he did what he wanted to do to his farm. I can give evidence from the story that shows the farmer doesn't listen to the negative townspeople. In paragraph 8 in the story "The farm where nothing grew" it states "So you say," the farmer said "I believe if you give to the land, the land will give to you" the farmer added". Also in the poem "Olivia's soccer practice" it shows that she doesn't believe in herself as much as the farmer does in paragraph 6 it says "Olivia huffed. That was the last straw. All of this practicing was way to tough. This is why I think this way.

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

The writer presents a fully developed central idea ("Olivia doesn't believe in her self much and listens to what other people are saying"; "The Farmer wouldn't let anyone stop him he didn't care what the other people said"). The introduction is limited to only the central idea, and a limited conclusion is evident. The writer utilizes relevant text-based evidence to logically develop the central idea ("I believe if you give to the land, the land will give to you"; "Olivia huffed. That was the last straw. All of this practicing was way to tough"). The word choice is specific ("negative townspeople"). Overall, the response reflects a thorough understanding of the writing purpose.

### **Conventions: 1**

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. Basic sentences are formed correctly, but some sentences lack proper punctuation, creating a run-on ("The Farmer wouldn't let anyone stop him . . ."). Capitalization is inconsistent ("The Farm where nothing grew," "Olivia's soccer practice," "I believe") but mostly correct at the beginnings of sentences. There are spelling errors ("diferently," "doesn't," "belive," "wouldn't"), but the grammar is mostly correct. The response has several errors, but the reader can understand the writer's thoughts.

## Score Point 5

### Response 1

The reason the farmer and Olivia feel differently while working toward their goals is because the farmer didn't even think about giving up on his goal to grow plants ,but Olivia would've given up on soccer if it wasn't for her dads support.In paragraph 3 of "The Farm Where Nothing Grew "it states "You will never be able to grow anything, said the tailor " and in paragraph 8 of "The Farm Where Nothing grew" it states " So you say , the farmer said. I believe if you give to the land , the land will give to you ." . This means he didn't listen to them and never gave up . In paragraph 4 or line 16 of "Olivia's Soccer Practice" it states " She wanted to quit . She had had enough." and in paragraph 5 or line 17 and 18 of " Olivia's Soccer Practice " it states "Come on `Olivia! Dad said , one more try! You love this sport . Just try to have fun." . This means Olivia wanted to give up but her dad stopped her from giving up on something she loved. The reason The farmer and Olivia feel differently while working towards their goals is because the farmer didn't even think about giving up on his goal to grow plants , but Olivia would've given up if it wasn't for her dads support .

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

The writer presents a fully developed central idea ("the farmer didn't even think about giving up on his goal to grow plants ,but Olivia would've given up on soccer if it wasn't for her dads support"). The organizational structure is effective and supports the logical development of the central idea with a clear introduction and conclusion. Sentences and ideas are logically connected in effective and purposeful ways with relevant text-based evidence ("I believe if you give to the land , the land will give to you"; "She wanted to quit. . . . Just try to have fun") that the writer links back to the central idea. The writer's word choice is specific and effectively conveys the writer's ideas ("This means," "The reason"). Overall, the response reflects a thorough understanding of the writing purpose.

### **Conventions: 2**

The writer demonstrates a consistent command of grade-level-appropriate conventions. The writer successfully attempts complex sentence structures with the use of quotations and sentence combination. Although there are some minor errors when punctuating quotations, apostrophes are used correctly throughout most of the response ("didn't," "would've," "wasn't"). One capitalization error is present ("reason The farmer"). The response has few errors, and these errors do not impact the clarity of the writing.

## **Response 2**

Did you know that the farmer and Olivia felt differently while working toward their goals? The farmer felt more confident and believed in himself more than Olivia.

The farmer felt more confident than Olivia. According to the text on P.8 it says "I believe if you give to the land, the land will give to you." According to the poem on lines 11-12 it says "She did everything right, so she did not know why even this perfect shot still missed." In other words, the farmer felt more confident than Olivia because Olivia kept missing and the farmer was more confident that he would grow plants.

Another way that the farmer felt different than Olivia is that he believed in himself more. According to the text on P.9-10 it says "...the tailor called 'You are wasting your time.' 'So you say.' the farmer replied with a wave." According to the poem in line 16 it says "She wanted to quit. She had enough." In other words, the farmer believed in himself more than Olivia because Olivia wanted to quit but the farmer did not.

In conclusion, the farmer was more confident and believed in himself more than Olivia because Olivia kept trying but she could not get it and the farmer did get it.

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

The writer presents a fully developed central idea that "The farmer felt more confident and believed in himself more than Olivia." The writer includes an effective introduction and conclusion. Organization is effective as ideas are logically connected ("In other words," "Another way," "In conclusion") and support the development of the central idea. Relevant text-based evidence is provided and expanded upon within the body of the essay ("I believe if you give to the land, the land will give to you"; "She did everything right . . . this perfect shot still missed"; "the tailor called 'You are wasting your time.' 'So you say.' the farmer replied with a wave"; "She wanted to quit. She had enough"). Although there is some repetition, the writer's word choice is purposeful ("confident," "believed in himself") and conveys the writer's ideas clearly. Overall, the response reflects a thorough understanding of the writing purpose.

### **Conventions: 2**

The writer demonstrates a consistent command of grade-level-appropriate conventions. The writer attempts complex sentences with only a few errors in punctuation, mainly missing some commas before quotations. Minor capitalization error ("olivia") and misspelling ("conclusion") are present. The response has few errors, and these errors do not impact the clarity of the writing.

## **Condition Code: Off Topic**

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

### **Response 1**

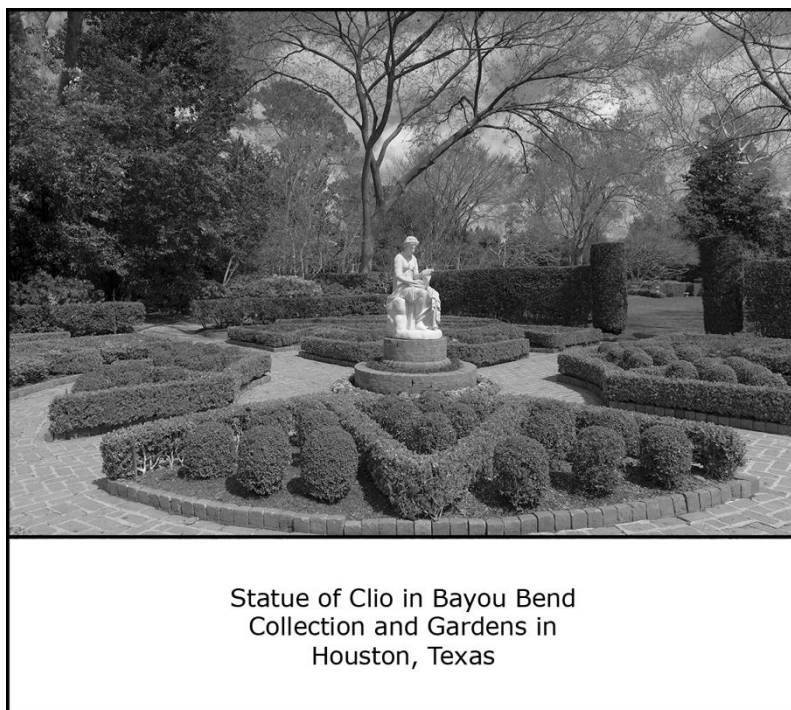
its becuse thay arent as close anymore anb thay maybe have new friends and ther not as close as thay uses to anymore but thay will haning out more often.

### **Response 2**

Mr.Reese is importent because he helped the students learn and grow indentpendntly.Also he supports Morgens ideas and is kindhearted to him because he is a problem solver. at the end Mr.Reese solves another problem because the students want the instraments back he gets them back so they can use them.

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

### **Art Gardens for Communities**



The Lyda Hill Texas Collection of Photographs in Carol M. Highsmith's America Project, Library of Congress, Prints and Photographs Division

- 1 Gardens can have many purposes. Some gardens have plants that grow food. Others are full of beautiful flowers. Art gardens are used to display artwork. People enjoy seeing the beauty of art and nature together. Art gardens can make places more fun to visit. Community leaders should think about turning empty spaces into art gardens.

#### **A Beautiful Place**

- 2 People make garden spaces more interesting by adding art. Artwork can turn a dull space into a beautiful one. It can help draw attention to certain flowers. It can also add colors to areas with lots of green leaves. People will spend more time in gardens with more things to see. Interesting statues and mural paintings make people want to take photos. They share their photos with friends or online. This inspires even more people to visit the garden.

#### **Bringing People Together**

- 3 A beautiful art garden can encourage people to take pride in their community. Art gardens often become places where people can gather. This makes it easier to meet other people in the community. New friendships help make the community stronger. People talk to each other about interesting art pieces. Enjoying the art together makes the garden special to people. This helps people in a community appreciate the town. Then more of them will want to help keep their community nice.



### **Garden Themes**

- 4      An art garden should have a theme that has meaning to community members. The theme of an art garden is something all the art pieces have in common. All the mural paintings in a garden could show a special animal that lives in the area. Another theme could have statues that are all made of metal or wood. Themes can change to help share art from different styles and artists. Community leaders should consider using a different theme each year. That way they can make sure that all people and art styles are represented.

### **Caring for an Art Garden**

- 5      Some people say that keeping an art garden is too difficult for their town. Maintaining an art garden does take effort, but creating a community space is worth it. Many communities have volunteers who manage these spaces. When people appreciate a space, they take better care of it.
- 6      Take the first step in making your community beautiful and strong by creating an art garden. This kind of garden helps make a place look nice. It builds strength in communities. It encourages people to care about the place where they live. That is what makes art gardens special.

## **Grade 3 Reading Short Constructed Response**

### **Prompt**

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

What claim does the author make in the selection? Support your answer with evidence from the selection.

## Item-Specific Rubric

### Score: 2

A complete response will provide one of the following explanations about the claim the author makes in the selection:

- Community leaders should install art gardens.
- Building a community garden is a good idea.
- Communities can benefit from art gardens.

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:

- *Community leaders should think about turning empty spaces into art gardens.* (paragraph 1)
- *When people appreciate a space, they take better care of it.* (paragraph 5)
- *Take the first step in making your community beautiful and strong by creating an art garden.* (paragraph 6)

Evidence is accurately used to support the response.

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

### Score: 1

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

A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer about the claim the author makes in the selection.

### 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**

The claim that the author makes in the selection is bulding a art garden.

The writer states that the claim is “bulding a art garden.” The response is incorrect because it provides a summary of the topic instead of a claim by the author. In addition, the writer does not include evidence from the selection to support the answer.

#### **Response 2**

It's informing us about arts and grafts in there gardens volunteer made space. They tke better time with the the arts and crafts they do this for it to look beautiful strong they make so nice they but so muck effort on the arts and crafts for the community it is worthg it make the arts and crafts and it can take a long time to make the arts and crafts it might take like 2 or 3 hours to make or probemy 4 hours or day its difficult to make they even make it in gardens there are so many crafts you doun't have space for other decurations or to even make plant for so many arts you do not anythin

The writer states that the claim is “It’s informing us about arts and grafts in there gardens volunteer made space” and provides thoughts on arts and crafts (“it make the arts and crafts and it can take a long time to make the arts and crafts”). The response is incorrect because it does not include an accurate answer about the claim the author makes in the selection. In addition, the writer does not provide relevant evidence from the selection to support the answer.

#### **Response 3**

The claim that the author makes in the seleccio is that they like gardens because they are writing about them. Also because they knoe alot about gardent it is suprising.

The writer states that the author’s claim is that “they like gardens because they are writing about them.” The response is incorrect because it is too vague and provides the reader with a general answer regarding “they knoe alot about gardent it is surprising.” The writer does not clearly answer the question nor explain what claim the author makes in the selection but instead answers why the author wrote the selection. In addition, the writer does not provide evidence from the selection to support the answer.

#### **Response 4**

The author made this selection to help us lern about garding.

The writer states, “The author made this selection to help us lern about garding.” The response is incorrect because it is too vague and provides the reader with a general answer regarding “to help us lern about garding.” The writer does not answer what claim the author makes in the selection but instead answers why the author wrote the selection. Additionally, the writer does not provide evidence from the selection to support a valid answer.

## Score Point 1

### Response 1

A beautiful garden can encourage people to take pride in their community. Art gardens often become places where people can gather.

The writer states, "A beautiful garden can encourage people to take pride in their community. Art gardens often become places where people can gather." This response is relevant text evidence directly quoted from paragraph 3 of the selection. However, the writer does not include an accurate answer about the claim the author makes in the selection. This response receives partial credit for including relevant text evidence from the selection.

### Response 2

I think the author wrote this article because to know how art gardens have a communities. In the text it says some gardens have plants that grow food and other plants do not grow food in the text it says art gardens are used for a display. In the text it says art gardens can make places more fun to visit this shows that art gardens make it fun. This is why I think art gardens have a communities.

The writer states, "the author wrote this article because to know how art gardens have a communities." The claim is incorrect because it is unclear and does not include an accurate answer about the claim the author makes in the selection. However, the writer provides relevant text evidence ("some gardens have plants that grow food and other plants do not grow food"; "gardens can make places more fun to visit"). This response receives partial credit for including relevant text evidence from the selection.

### Response 3

That some art gardens may take a long time to make but they will always be worth it because it can change the way people look at the community

The writer states, "That some art gardens may take a long time to make but they will always be worth it because it can change the way people look at the community." This response includes relevant paraphrased text evidence, but the writer does not include an accurate answer about the claim the author makes in the selection. This response receives partial credit for including relevant paraphrased text evidence from the selection.

### Response 4

The claim the author wants to make in the selection is that people should build more art gardens.

The writer states the claim the author makes in the selection is that "people should build more art gardens." This is an accurate answer that demonstrates a clear understanding of the author's claim. However, the writer does not provide text-based evidence to support the answer stated, making this a partial response.

## Score Point 2

### Response 1

**I believe the claim the author makes is communities should have art gardens. I think this because in the text it says " People enjoy seeing the beauty of art and nature."**

The writer states the claim the author makes is that "**communities should have art gardens.**" This response is accurate and includes relevant text evidence from the selection to support this answer (" **People enjoy seeing the beauty of art and nature**"). This is a complete response.

### Response 2

The claim the author made in the selection is an art garden makes strong communities, and it encourages people to care about the place they live. In paragraph five it says maintaining a art garden does take effort, but creating community space is worth it. Many communities have volunteers who manage these spaces. When people appreciate a space, they take better care of it. This shows that the claim of the author made in the selection is that art gardens make strong communities, and it encourages people to care about the place where they live.

The writer states the claim the author makes is that "an art garden makes strong communities, and it encourages people to care about the place they live." This response is correct and includes relevant text evidence ("maintaining a art garden does take effort, but creating community space is worth it. Many communities have volunteers who manage these spaces. When people appreciate a space, they take better care of it"). This is a complete response.

### Response 3

The claim that the author made in the selection is that making art gardens is good for you because the text states " It builds strength in communities".

The writer states that the author of the selection makes the claim that "making art gardens is good for you." The writer also includes relevant text evidence to support this answer (" It builds strength in communities"). This is a complete response.

### Response 4

The claim the author makes in this selection is that art gardens are good ways to support your community. I know this because in the story it says "Community leaders should think about turning empty spaces into art gardens" This shows that the author claims that a good way to support your community is by building an art garden.

The writer states the claim the author makes in the selection is that "art gardens are good ways to support your community." The writer also includes relevant text evidence to support this answer ("Community leaders should think about turning empty spaces into art gardens"). This is a complete answer.

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## **Grade 3 Writing Short Constructed Response**

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## Grade 3 Writing Short Constructed Response

### Passage: “Pen Pals”

#### Original Paragraph:

(4) Let me tell you about myself first. (5) I’m in third grade, and I love school. (6) My teacher’s name is Mrs. Sánchez, and Mrs. Sánchez is very nice. (7) My favorite subject is social studies. (8) I like to learn about the history of my country and my state.

### Prompt

Sentence 6 repeats information. In the space provided, rewrite sentence 6 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**

My teachers name is Mrs. Sanchez and Mrs. Sanchez is wonderful.

The response does not express the ideas in a clear and effective way. The replacement of “nice” with “wonderful” is an acceptable choice. However, the inclusion of the repeated name (“Mrs. Sanchez”) does not result in a successful revision. The missing apostrophe in “teachers” and the misspelling “wonderful” do not affect the score of this revising task.

#### **Response 2**

so in 6 it sadi my teacher,s name is mrs. sanchez and then they said mrs. sanchez is very nice.

The response does not express the ideas in a clear and effective way. The writer explains what the original sentence says yet fails to omit the repeated information (“mrs. sanchez”) from the sentence, resulting in an unsuccessful revision of the sentence.

#### **Response 3**

My teachers name is ms Sanchesz i like ms sanchesz shes kind and not rude or mean (7)

The response does not express the ideas in a clear and effective way. The added original phrase (“shes kind and not rude or mean”) is an acceptable change. However, the inclusion of the repeated name (“ms sanchesz”) does not result in the required sentence revision.

#### **Response 4**

my teachers name is mrs. sanchez and it is very nice to have her or he.

The response does not express the ideas in a clear and effective way. In this response, the writer no longer describes Mrs. Sánchez’s personality; instead, the writer makes the student’s feelings the focus of the sentence (“it is very nice to have her or he”). Even when the repetition is removed, responses must maintain the meaning of the original sentence to receive credit.

## Score Point 1

### **Response 1**

My teacher is very nice, and her name is Mrs. Sanchez.

The response is a complete sentence that expresses the ideas in a clear and effective way. The writer revises the sentence to eliminate the second "Mrs. Sánchez" and reverses the order of the original sentence in an acceptable way.

### **Response 2**

my teachers name is mrs. sanchez and he is very nice.

The response is a complete sentence that expresses the ideas in a clear and effective way. The writer eliminates the repeated words ("Mrs. Sánchez"). The omission of correct capitalization, the missing comma for a compound sentence, and the misspelling "he" rather than "she" are editing errors that do not detract from the credit for this revising task.

### **Response 3**

My teachers name is mrs.s'anchaez.She is very nice.

The response is a complete sentence that expresses the ideas in a clear and effective way. The writer eliminates the repeated information ("Mrs. Sánchez"). Punctuation and spelling errors ("teachers name," "mrs.s'anchaez") do not affect the scoring of this revising task. The creation of two sentences to achieve the task is an acceptable approach.

### **Response 4**

My lovely teacher mrs. sanchez is very nice.

The response is a complete sentence that expresses the ideas in a clear and effective way. The writer revises the sentence to eliminate the second "Mrs. Sánchez". Additional information ("lovely") is acceptable since all important details from the original sentence are included in this clear and effective sentence revision.