![STAAR — State of Texas Assessments of Academic Readiness]

Grade 5 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 5 operational test. The prompts are presented as they appeared on the test, and responses were scored based on the rubrics included in this guide, which were developed with the input of Texas educators. Essays were scored using a five-point rubric. Short constructed responses in the reading domain were scored using a two-point prompt-specific rubric. Short constructed responses in the writing domain were scored using a one-point rubric.

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

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

Grade 5 Reading Passage with Extended Constructed Response and Short Constructed Response

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

## Pencils or Programs? Traditional Animation Is Here to Stay

1   Inspiring stories, lovable characters, beautiful music—all of these can come together to create a memorable movie. One type of movie that has long been popular is the animated movie. Rather than being acted out by real people, these films are composed of images created by humans. Animation was originally done completely by hand. This style is called "2D" animation because the images appear relatively flat, as they would on paper. But computer animation has taken over. While these movies can be enjoyable, they do not represent everything that animation can be. Traditional 2D animation still has value and purpose in modern movies.

2   The first full-length American 2D animated movie came out in 1937. It was entirely in color. Audiences everywhere were dazzled by this accomplishment. The characters and backgrounds were all drawn by artists. They drew on plastic sheets called cels. What did they use to create these images that would eventually dance across the screen? Pencils, paints, and paintbrushes. Two hundred fifty thousand of these drawings ended up in the final movie. More than a million were created overall. Although technology changed throughout the rest of the 1900s, the animation for movies continued to be done by hand for many years.

An animator uses paint to create a character as part of the traditional 2D animation process.

AP Photo/Harvey Georges

3   Eventually, computer animation emerged. This style can also be called "3D" animation. The images appear more realistic than those of the 2D style. This is done with the help of—you guessed it—computers. While this is a complicated process, it cannot replace the work that is made completely by an artist's careful hand. Some people realize this and have paid tens of thousands of dollars for original art pieces from 2D animated films.
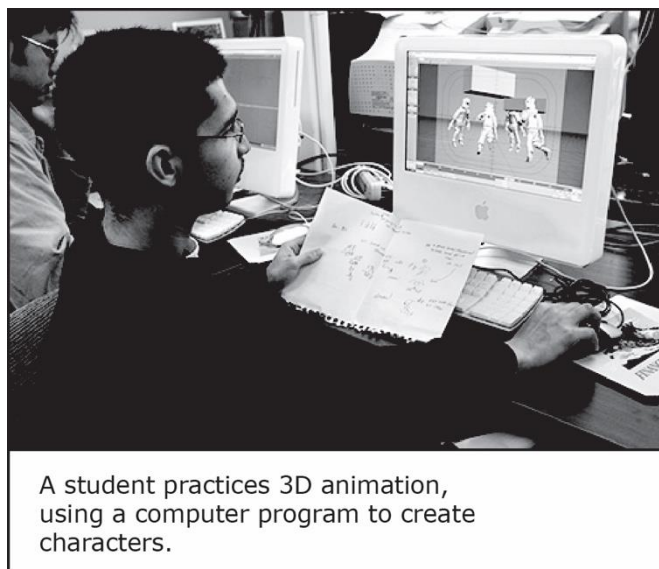
A student practices 3D animation, using a computer program to create characters.

AP Photo/Rich Pedroncelli

4   Today's animators also realize this. In 2009, Walt Disney Animation Studios released a 2D animated movie for the first time in several years. It is called *The Princess and the Frog*. One of the movie's directors said that many animators wanted to work on this film. Even those who had become good at 3D work were excited. "We all love this way of making movies," he stated. Their hard work did not go unnoticed. Famous film critic Roger Ebert reviewed the movie. In his review, he applauded the film's "lovingly hand-drawn animation."

5   Some people wonder why anyone would choose 2D when the advanced technology of 3D is available. The characters in 3D animated films may seem more detailed, down to the wrinkles in their clothes. People always get swept up in the latest technology. But newer does not always mean better. In 2012, an animated short film titled *Paperman* was released. It includes a combination of 2D and 3D animation. A producer on the film noted that with computer animation, artists can become "very separated from the actual art."

6   Traditional 2D animated movies are ready for a comeback. In 2021, Disney launched a new training program for hand-drawn animation. This was their first in over ten years. However, in some places, animators never stopped drawing by hand. The Japanese anime style of film includes mostly hand-drawn figures. People all over the world appreciate this style. In 2020, Netflix reported that over 100 million households had streamed at least one anime title in the past year.

7   A movie can have a special place in a person's heart, and people find different films special for different reasons. But the care and effort that goes into making a 2D animated movie is unmatched. These techniques still play an important role in new movies today.

Third party trademarks Walt Disney Animation Studios® and Netflix® were used in these testing materials.

Grade 5 Reading Extended Constructed Response

Prompt

Read the article "Pencils or Programs? Traditional Animation Is Here to Stay." Based on the information in the article, write a response to the following:

Explain the effects that technology has had on animation.

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

Remember to —

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

Manage your time carefully so that you can —

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

Write your response in the box provided.

Grade 5 Reading Passage with Extended Constructed Response

Informational Writing Rubric

Score Point	Organization and Development of Ideas
3	• **Central idea is clear and fully developed** The central idea is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow. • **Organization is effective** A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the central idea. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways. • **Evidence is specific, well chosen, and relevant** The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the 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. • **Expression of ideas is clear and effective** The writer's word choice is specific, purposeful, and enhances the response. Almost all sentences and phrases are effectively crafted to convey the writer's ideas and contribute to the overall quality of the response and the clarity of the message.
2	• **Central idea is present and partially developed** 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. • **Organization is limited** A purposeful structure that includes an introduction and conclusion is present. An organizational structure may not be consistent and may not always support the logical development of the central idea. Sentence-to-sentence connections and clarity may be lacking. • **Evidence is limited and may include some irrelevant information** The response may include text-based evidence to support the 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. • **Expression of ideas is basic** The writer's word choice may be general and imprecise and at times may not convey the writer's ideas clearly. Sentences and phrases are at times ineffective and may interfere with the writer's intended meaning and weaken the message.

1	• **Central idea is evident but not developed** A central idea is present but not developed appropriately in response to the writing task. • **Organization is minimal and/or weak** An introduction or conclusion may be present. An organizational structure that supports logical development is not always evident or is not appropriate to the task. • **Evidence is insufficient and/or mostly irrelevant** Little text-based evidence is presented to support the 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. • **Expression of ideas is ineffective** The writer's word choice is vague or limited and may impede the quality and clarity of the essay. Sentences and phrases are often ineffective, interfere with the writer's intended meaning, and impact the strength and clarity of the message.
0	• A central idea may be evident. • The response lacks an introduction and conclusion. An organizational structure is not evident. • Evidence is not provided or is irrelevant. The response reflects a lack of understanding of the writing purpose. • The expression of ideas is unclear and/or incoherent. ***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.***

Score Point	Conventions
2	Student writing demonstrates **consistent command** of grade-level-appropriate conventions, including correct: • sentence construction • punctuation • capitalization • grammar • spelling The response has few errors, but those errors do not impact the clarity of the writing.

1	Student writing demonstrates **inconsistent command** of grade-level-appropriate conventions, including limited use of correct: • sentence construction • punctuation • capitalization • grammar • spelling The response has several errors, but the reader can understand the writer's thoughts.
0	Student writing demonstrates **little to no command** of grade-level-appropriate conventions, including infrequent use of or no evidence of correct: • sentence construction • punctuation • capitalization • grammar • spelling The response has many errors, and these errors impact the clarity of the writing and the reader's understanding of the writing.

Sample Student Responses

Score Point 0

Response 1

> I agree whith no electranics because you can get more freedum then you youshaly get and the more freedum the beter so thats why I agree whith no electranics…

Organization and Development of Ideas: 0

The central idea is not evident. The writer expresses an opinion on electronics and does not explain the effects that technology has had on animation. An organizational structure is not evident in this response. The response reflects a lack of understanding of the writing purpose.

Conventions: 0

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

Response 2

> This article is about pencils or programs and how they use to do it back in the day where there was no technology in the 1937 and it was entirely in color and that Audiences everywhere were dazzled by this accomplishment the characters and back grounds were all drawn by artists theyt drew on plactic sheets called cels what did they use to create these images that would eventually dance across the screen pencils paints and paintbrushes two hundred fifty thousand of these drawings ended up in the final movie more than a million were created overall although technology changed throughout the rest of the 1900s the animation for movies continued to be done by hand for many yearsEventually computer animation emerged this style can also be called 3D animation the images appear more realistic than those of the 2D style this is done with the help of you guessed it computers while this a complicated process it cannot replace the work that is made completely by an artists careful hand some people realize this and have paid tens of thousands of dollars for original art pieces from 2D animated films.

Organization and Development of Ideas: 0

A central idea is not evident in this response. An appropriate organizational structure is also not evident as the response presents summarized details that are not in any logical order. The lack of a central idea results in paraphrased information that is irrelevant as it does not address the prompt to explain the effects that technology has had on animation. Overall, the response reflects a lack of understanding of the writing purpose.

Conventions: 0

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

Score Point 1

Response 1

> Technology hads an effect on animation because. Some people think it made it better and more relistic,detaild and. Made people like it more there for it made it better and diffrent than before and thats why it had a effect on the world.

Organization and Development of Ideas: 1

In this response, the writer provides a central idea that is evident ("it made it better and more relistic,detaild") but not developed appropriately in response to the writing task. The response lacks an introduction and a conclusion. The organizational structure that supports logical development is minimal ("Made people like it more there for it made it better and diffrent than before"). Text evidence and any explanation of it are insufficient. The expression of ideas is ineffective ("it had a effect on the world"). The response reflects a limited understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions, including errors in sentence construction with an incomplete sentence ("Technology hads an effect on animation because"), a run-on sentence ("Made people like it more there for it made it better and diffrent than before and thats why it had a effect on the world"), spelling errors ("hads," "relistic," "detaild," "there for," and "diffrent"), and a grammatical error ("a" vs. "an"). These errors impact the clarity of the writing and the reader's understanding of the writing.

Response 2

The effects that technology has had on techonogy has had on animotion is the detel.

In paragraf 5 it says that new is not alwes better. it also says that it is esyre for animassons to be made. also wen we ditent have technolg evertinh was hand made. also wen we dident have tecnolge is was haret the now. also sents everting was hand made it was haerdes to made the detel to look good.

In conclosen the effecas the tcnolegy had on animason was the dethl.

Organization and Development of Ideas: 1

A central idea is provided in the first sentence ("The effects that technology has had on techonogy has had on animotion is the detel"), but it is not developed. The introductory sentence is limited to the central idea, and a conclusion is included ("the effecas the tcnolegy had on animason was the dethl"). An organizational structure that supports logical development is weak because there is no explanation provided for the ideas the writer presents. The paraphrased text-based evidence ("new is not alwes better"; "wen we ditent have technolg evertinh was hand made"; "wen we dident have tecnolge is was haret the now"; "everting was hand made it was haerdes to made the detel to look good") is insufficient since the writer does not explain the events that are presented in the selection. As a result, the expression of ideas remains ineffective throughout the response. 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 writing consists of awkwardly constructed sentences ("The effects that technology has had on techonogy has had on animotion is the detel"), multiple spelling errors ("animotion," "detel," "paragraf," "alwes," "esyre," "wen," "ditent," "technolg," "evertinh," "dident," "haret," "sents," "everting," "haerdes," "conclosen"), capitalization errors ("it," "also"), and grammatical errors ("is [it] was," "the [then] now," "made [make] the detel [details]"). 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

> Technology efected animation by alowing new art styles and methods to animate. For example it let people animate 3D figures and characters. Technology was one of the few pinacles of animation, Well at least in it is to me. So thats how tech changed animation. I cant wait to see the next big change in animation.

Organization and Development of Ideas: 1

The writer presents a central idea in the first sentence ("Technology efected animation by alowing new art styles and methods to animate") that is not developed appropriately in response to the writing task. Although the central idea serves as an introduction and a concluding statement is present ("I cant wait to see the next big change in animation"), the organizational structure is too weak to support logical development. Evidence is insufficient, consisting of a very general statement regarding 3D animation ("it let people animate 3D figures and characters") that is insufficiently explained ("Technology was one of the few pinacles of animation"; "So thats how tech changed animation"). The expression of ideas is ineffective due to sentences and phrases that only weakly communicate the writer's ideas. The response reflects a limited understanding of the writing purpose.

Conventions: 1

The writer demonstrates inconsistent command of grade-level-appropriate conventions. There are punctuation errors, including a missing comma ("For example it let people") and missing apostrophes ("thats," "cant"), grammatical errors ("Well at least in it is to me"), and spelling errors ("efected," "alowing," "pinacles"). Despite these errors, the reader can understand the writer's thoughts.

Response 2

Technology has had multiple effects on animation,for example when creating a movie people/animators dont draw out the charecters on a paper they can just use a drawing ipad for that,they dont need to waste a bunch of paper because they acidently messed up on the eyes or somthing they just need to erase it or go back.Another example of how technology has changed animation is the apperence of charecters/how they look at it said in paragraph 5 "The characters in 3D animated films may seem more detailed down to the wrinkles in their clothes".In todays technology it has become very easy to make somthing more detailed or add in more volume to the character somtimes if the animator gets tired of drawing they can just copy and paste somthing and blend/shade it in without doing alot of work unlike on paper or on a canvas.

Organization and Development of Ideas: 2

The writer presents the central idea in the first sentence ("Technology has had multiple effects on animation"), but it is not fully developed. The introduction is limited to only the central idea, and a conclusion is not provided. The organization is limited as the writer moves abruptly from one idea to the next ("when creating a movie people/animators dont draw out the charecters on a paper they can just use a drawing ipad for that,they dont need to waste a bunch of paper because they acidently messed up on the eyes or somthing they just need to erase it or go back") without clearly connecting to the central idea. The evidence provided by the writer ("The characters in 3D animated films may seem more detailed down to the wrinkles in their clothes") is not sufficiently explained. The expression of ideas is basic, with word choice that is imprecise and at times ineffective. Overall, this response reflects a partial understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. There are extended run-on sentences ("Technology has had multiple effects on animation,for example . . . they just need to erase it or go back"; "In todays technology it has become very easy . . . without doing alot of work unlike on paper or on a canvas"), spelling errors ("charecters," "somthing," "apperence"), missing apostrophes ("dont," "todays"), a missing adverb ("how they look at it [as] said in paragraph 5"), and a missing comma before the quotation marks ("paragraph 5 'The characters' "). These many errors impact the clarity of the writing and the reader's understanding of the writing.

Score Point 3

Response 1

> Some of the effects that technology had on animation is that people did not like 2D because they thought that 3D was better because it was more detailed than 2D. It even says in paragraph 5 that,"Teh characters in 3D animated films may seem more detailed, down to the wrinkles in their clothes." This shows that 3D has an effect on technology. Some other evidence is that it started in 1937 and it's just very historical to a lot of people and then 3D comes along the way and all of a sudden 3D is now the big thing.

Organization and Development of Ideas: 1

In this response, the writer presents a central idea in the first sentence ("Some of the effects that technology had on animation is that people did not like 2D because they thought that 3D was better because it was more detailed than 2D"), but it is not developed. The response has an introduction that is limited to the central idea but lacks a conclusion, and the organizational structure that supports logical development is weak. Although text-based evidence is provided ("It even says in paragraph 5 that,'Teh characters in 3D animated films may seem more detailed, down to the wrinkles in their clothes' "), it is not sufficiently explained. Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 2

In this response, the writer demonstrates consistent command of grade-level-appropriate conventions. Although there is a minor error in spelling ("Teh") and a run-on sentence, these errors do not impact the clarity of the writing.

Response 2

> Two of the ways technology has an effect on animation are, technology has grown so now we can make 3D art, and make it more detailed.
>
> My first reason why technlogly has an effect on animation, is because sence we have technlogly we can make 3D animation, and that makes charicters more realistic for example in paragraph 3 it states "The images apper more realistic than the 2D style."
>
> My second reason why technlogly has an effect on animation is, we can make characters more detailed for example in paragraph 5 it states " The characters in 3D films may seem more detailed."
>
> In conclusion, two ways technology has an effect on animation are, Technology has grown so now we can make 3D art, and make it more detailed.

Organization and Development of Ideas: 2

The writer presents the central idea that "Two of the ways technology has an effect on animation are, technology has grown so now we can make 3D art, and make it more detailed." A purposeful structure is present, including an introduction that is limited to the central idea and a conclusion that reiterates the central idea ("In conclusion, two ways technology has an effect on animation are, Technology has grown so now we can make 3D art, and make it more detailed"). However, the development of ideas is weak. The evidence, in the form of two quotes from the selection ("The images apper more realistic than the 2D style"; " The characters in 3D films may seem more detailed"), is only partially explained since the explanations mainly repeat the text evidence. Additionally, the expression of ideas is basic. The response reflects a partial understanding of the writing purpose.

Conventions: 1

The writer demonstrates an inconsistent command of grade-level-appropriate conventions with spelling errors ("sence," "charicters," "apper"), incorrectly used commas ("an effect on animation, is because"; "3D art, and make it more detailed"), and incorrect capitalization in the conclusion ("Technology"). The response has several errors, but the reader can understand the writer's thoughts.

Response 3

> After reading Pencils or Prograns? Traditional Animation Is Here to Stay. The effects that technology has on animation is movie bening more detailed and artist lossing touch with actual art.
>
> One reson is movie being more detailed. Because of the technolgy moive are more detailed. if you're makeing a moive by hand you can make it only has much detailed you can paint with a coputers it has a lot more detailed to use then if you were doing it by hand. The text says " Eventually computer animation emerged. This styel can be called 3D animation. The images appear more realistic those of the 2D style."
>
> 2nd reson is artist lossing touch with actual art. artist are lossing touch with actual art because they are just using a coputers ther not doing the work there leting a coputer do most of the work all they do is tell the coputer what to do. The text says" Artist can become very separated from the actual art.
>
> In conclusion movie being more detailed and artist lossing touch with actual art are two effects technology had on animation.

Organization and Development of Ideas: 3

A central idea is provided by the writer in the first paragraph ("The effects that technology has on animation is movie bening more detailed and artist lossing touch with actual art"), and this idea is fully developed. There is a purposeful organizational structure, including an effective introduction and a conclusion that restates the central idea. The writer utilizes relevant evidence to effectively support the central idea, connecting sentences and paragraphs in a logical and purposeful way ("One reson is movie being more detailed. Because of the technolgy moive are more detailed. if you're makeing a moive by hand you can make it"; "2nd reson is artist lossing touch with actual art. artist are lossing touch with actual art because they are just using a coputers"). The expression of ideas is clear with sentences and phrases that support the central idea and effectively convey the writer's ideas. The response reflects a thorough understanding of the writing purpose.

Conventions: 0

Student writing indicates little to no command of grade-level-appropriate conventions. Multiple errors include spelling errors ("bening," "lossing," "reson," "technolgy," "moive," "makeing," "coputers," "styel," "ther"), capitalization errors in the second paragraph ("if you're makeing a moive by hand") and third paragraph ("artist are lossing touch with actual art because . . . all they do is tell the coputer what to do"), missing punctuation in the third sentence of the second paragraph and the second sentence of the third paragraph resulting in run-on sentences, verb form errors ("artist are lossing"), and a missing comma after "In conclusion" in the final sentence. The response has many errors throughout that impact the clarity of the writing and the reader's understanding of the writing.

Score Point 4

Response 1

> Have you ever wondered how technology has effected animation? The effects of technology on animation include making it possible to make more realistic animations in 3D style and add more detail to them.
>
> The effects of technology on animation include making it possible to be able to make films in in a more realistic 3D style. In the text it says, "Eventually, computer animation emerged. This style can also be called "3D" animation. The image appear more realistic than those of the 2D style. This is done with the help of—you guessed it—computers." This shows that because of new technology animation is now more realistic.
>
> The effects technology has had on animation include allowing animation to be more detailed. In the text it says, "The characters in 3D animated films may seem more detailed, down to the wrinkles in their clothes." This shows that that new technology has allowed animation to become more detailed.
>
> In conclusion new technlogy has allowed animation to become more detailed and more realistic.

Organization and Development of Ideas: 2

The writer presents a central idea in the first paragraph ("The effects of technology on animation include making it possible to make more realistic animations in 3D style and add more detail to them"), although it is not fully developed. A rhetorical question is provided as an introductory sentence ("Have you ever wondered how technology has effected animation"), and a conclusion ("new technlogy has allowed animation to become more detailed and more realistic") is present. The organizational structure is limited as the writer moves from one idea to the next ("more realistic," "more detailed") without further developing the central idea. The text-based evidence provided by the writer ("Eventually, computer animation emerged. This style can also be called '3D' animation. The image appear more realistic than those of the 2D style. This is done with the help of—you guessed it—computers"; "The characters in 3D animated films may seem more detailed, down to the wrinkles in their clothes") are insufficiently explained. The writer's word choice is mostly general and repetitious throughout the response, and the expression of ideas is basic. Overall, this response reflects a partial understanding of the writing purpose.

Conventions: 2

In this response, the writer demonstrates consistent command of grade-level-appropriate conventions. Although there is a usage error ("effected") and a missing comma ("In conclusion"), these errors do not impact the clarity of the writing.

Response 2

Have you ever wondered what animation was like befor we had comuters? Well, it was a lot differant and we almost never see it any more thanks to technology. Technology had an effect on animation by making it more relistic, makig it easyer to creat, and making 2D less popular.

First of all, technology had an effect on animation by making it more relistic. We see animation now days and some of it looks really real. It can be more correct or exact on the clothing and the faces of characters. That's all thanks to techonology. With it, we can animate things that look so real, so people would think it's really people acting. The computer can get everythig right down to the small details.

Secondly techology had an effect on animation by making it easyer to creat. It used to be that you would have to draw every frame by hand. You had to have some real artistic skill to draw somethig short. Now, you can get a computer to draw it. Sure it's still hard to do and all, but at least you're not taking forever on one frame. The computer can make sure the chracters look the same every time.

Thirdly, technology had an effect on animation by making it less popular. People just like the new technology better. It was more interesting to them. It look like the futer. It is the futer. Althogh some people still cared for 2D animation, most people turned to the futer.

Lastly, the invention of new technology changed animation by making it more real looking, making it easyer to creat, and it mad 2D less popular. We have new and inproved animation that is exact and relistic. The new technology is the futer, but we will always hold the old way in our hearts.

Organization and Development of Ideas: 3

The writer presents a clear central idea ("Technology had an effect on animation by making it more relistic, makig it easyer to creat, and making 2D less popular"), and this idea is fully developed. A purposeful organizational structure is evident, as the writer provides an effective introduction ("Have you ever wondered what animation was like befor we had comuters? Well, it was a lot differant and we almost never see it any more thanks to technology") and a purposeful conclusion ("Lastly, the invention of new technology changed animation by making it more real looking, making it easyer to creat, and it mad 2D less popular. We have new and inproved animation that is exact and relistic. The new technology is the futer, but we will always hold the old way in our hearts") that supports the central idea. The writer includes transitional words ("First of all," "Secondly," "Thirdly," "Lastly") to logically connect ideas and create an organizational structure that effectively supports the development of the central idea. The writer also provides relevant paraphrased text-based evidence ("We see animation now days and some of it looks really real. It can be more correct or exact on the clothing and the faces of characters"; "It used to be that you would have to draw every frame by hand. You had to have some real artistic skill to draw somethig short. Now, you can get a computer to draw it"; "People just like the new technology better. It was more interesting to them") that is clearly explained. The expression of ideas is clear and effective ("artistic skill," "new and inproved animation"). Overall, this response reflects a thorough understanding of the writing purpose.

Conventions: 1

The writer demonstrates inconsistent command of grade-level-appropriate conventions. There are several spelling errors ("befor," "comuters," "differant," "relistic," "easyer," "creat," "everythig," "somethig," "chracters," "futer," "Althogh," "inproved"), grammatical errors ("It look like the futer"), as well as a punctuation error (missing comma after "Secondly"). The response has several errors, but the reader can understand the writer's thoughts.

Score Point 5

Response 1

> There are so many impacts that technology has had on our animations.
>
> Our old 2D animations were always drawn and created from pencils and paint on different kids of materials such as paper and cels (a type of plastic sheet). The 2D animations "appear relatively flat, as they would on paper."
>
> But nowadays, animators don't usually use the 2D technique. When our technology became even more advanced, they created a way to make 3D animations, which include many more details that the 2D animations did not provide. 3D animations were way more realistic than 2D animations were. Some animations are so realistic that it might even look like something you would see in real life. 3D animations have the details "down to the wrinkles in their clothes", as it states in paragraph 5.
>
> It was not possible to create 3D animations before our computers came, because in the 2D animation process, they drew each and every image. I can't even imagine having to draw each and every detail hundreds of thousands of times! Some animators use a mix of the 2D and the 3D styles to add a unique look and feeling to their movie.
>
> Though many people prefer 3D animations and "always get swept up in the latest technology", still some people love and appreciate the traditional 2D animation process.
>
> Many, many things changed after our technology became way better, like our method of animation. Yet, even though technology has improved our animations a lot and made things look so realistic that no one could even think it was possible, people all over the world still do enjoy watching the older style called 3D animation.

Organization and Development of Ideas: 3

The writer provides a clear central idea ("There are so many impacts that technology has had on our animations") that is fully developed. The introduction is limited to only the central idea and an effective conclusion ("Yet, even though technology has improved our animations a lot and made things look so realistic that no one could even think it was possible, people all over the world still do enjoy watching the older style called 3D animation") is evident. Although the writer mistakenly indicates in the conclusion that the older style of animation is "3D" instead of "2D," this mistake does not detract since all the information that precedes it makes it clear the writer knows which style of animation is the older. Various transitional words ("But nowadays," "When," "Though," "Yet") are used to develop an organizational structure that effectively supports the central idea. Specific quoted and paraphrased text-based evidence is provided throughout the response ("Our old 2D animations were always drawn and created from pencils and paint"; "But nowadays, animators don't usually use the 2D technique. When our technology became even more advanced, they created a way to make 3D animations, which include many more details that the 2D animations did not provide"; "It was not possible to create 3D animations before our computers came") that is clearly explained. The expression of ideas is clear and effective with word choice that is specific and purposeful. Overall, the response reflects a thorough understanding of the writing purpose.

Grade 5 Reading Language Arts
Constructed-Response Scoring Guide

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. The response has a few errors, but these errors do not impact the clarity of the writing.

Response 2

> Animation has been around since the early 1900's, and the evolution of it has been evident in the past century with the new technology that has been created. From new drawing materials to new computers and electronics, technology has been ever so taking animation to new heights. From how we can see from which technology impacts which style of animation and its popularity.
>
>   Firstly, the first advance in animation was creating it, from silly short tales to the first full movie in 2D animation made in 1937. We can say that the very useful sheet known as cels made animation possible back then. I know this information about this technology because in paragraph two, "They drew on plastic sheets called cels.".
>
>   Secondly, the revolution known as 3D animation came in the late 20th century. With new computers and new animating processes, artists now could turn their animations 3D. This encouraged the creation of many Disney and Pixar classics, like the movies Toy Story. The 3D animation style could add much more detail to individual frames than its predesessor of 2D animation. I can support my claim by using evidence found in paragraph 3, "The images appear more realistic than those of the 2D style. This is done with the help of--you guessed it--computers.".
>
>   And lastly, the creation of 2D animation using tablets and computers. Like the last reason, but with the improvement of the quality of 2D animation. This is something I have inferred, as I know you can both create 3D and 2D animation using computers. Which makes me think that it is evident that 2D drawing and animating softwares have improved.
>
>   Now we can all see that animation, like everything else, has changed and improved over the years. From the classic 2D hand drawn style, to the more sophisticated, high quality 3D software animations that can be created today.

Organization and Development of Ideas: 3

In the first paragraph of the response, the writer provides a clear central idea ("From new drawing materials to new computers and electronics, technology has been ever so taking animation to new heights"), which is fully developed. A purposeful organizational structure is evident, with an effective introduction ("Animation has been around since the early 1900's, and the evolution of it has been evident in the past century with the new technology that has been created") and a purposeful conclusion ("Now we can all see that animation, like everything else, has changed and improved over the years. From the classic 2D hand drawn style, to the more sophisticated, high quality 3D software animations that can be created today"). The writer uses transitional words ("Firstly," "Secondly," "And lastly," "Now we can all see") to logically connect ideas and create an organizational structure that effectively supports the development of the central idea. The writer provides specific, relevant text-based evidence to clearly explain the effects that technology has had on animation ("They drew on plastic sheets called cels"; "The images appear more realistic than those of the 2D style. This is done with the help of--you guessed it--computers"). The expression of ideas is clear and effective as the writer's word choice is specific and purposeful ("evolution of it"; "taking animation to new heights"; "from silly short tales to the first full movie"; "the revolution known as 3D animation"; "encouraged the creation of many Disney and Pixar classics"; "predesessor of 2D"; "more sophisticated, high quality 3D"). Overall, this response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. Although there are a few errors, including a spelling error ("predesessor") and some punctuation errors (" `. . . cels.'.";  " `. . . computers.'."), these few 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

They have cool charter's and and and nice outfit's and different name's , boys ,girls charter's and also movie's and eqisode's and toy's, books, clothe's wallpaper,shows and more.

Response 2

It has somtimes weird and cool effects that can rarely cause crashes and weird stuff.that may effect the computer and the electricity in the building and start getting laggy and stop working somtime.

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

On Time

Characters
SHRUTI: *An 11-year-old girl*
BEN: *An 11-year-old boy, Shruti's classmate*

SCENE 1

1   [*The setting is Wednesday morning on a school bus. Shruti is seated. Ben enters. He is out of breath and looks like he just rolled out of bed. He is holding a poster board. He sits next to Shruti.*]

2   **SHRUTI:** Good morning!

3   **BEN:** Hi. [*He does not look at her. He unrolls the poster board. He takes a marker out of his backpack and begins scribbling. He talks to himself as he writes.*] The First Continental Congress met in Boston, Massachusetts—

4   **SHRUTI:** Philadelphia.

5   **BEN:** What?

6   **SHRUTI:** The First Continental Congress met in Philadelphia.

7   **BEN:** Oh. [*He looks at his poster board, where he has written "BOSTON, MASSACHUSETTS." He flips the poster board over and starts writing again.*]

8   **SHRUTI:** Maybe you should write in pencil first?

9   **BEN:** No time. I've got to finish this before—

10   [*With a thud, the bus goes over a bump. Ben loses control of the marker and makes a big streak across the poster board.*]

11   **BEN:** No! [*He leans his head on the seat in front of him in despair.*]

SCENE 2

12   [*The setting is Wednesday afternoon in the school cafeteria. Shruti sits at a table eating her lunch. Ben approaches holding a water bottle and his backpack.*]

13   **SHRUTI:** Hello again! I'm Shruti. I'm new. You are Ben, right? We're in the same history class and—

14   **BEN:** I'm sorry. I have to finish my math assignment right now. [*He sits across from Shruti. He pulls a worksheet from his backpack and starts answering math problems. He murmurs to himself.*] Carry the one. Then seven times nine is fifty-four. Then add—

15   **SHRUTI:** Sixty-three.

16   **BEN:** What?

17 **SHRUTI:** Seven times nine is sixty-three.

18 **BEN:** Right. [*He opens the water bottle and takes a sip.*] Thanks. [*He puts the water bottle down without putting the cap back on.*]

19 **SHRUTI:** [*Excitedly.*] I know a trick for multiplying by nine. If you hold out your hands like this—[*As she extends her arms out, she knocks over the water bottle. Water spills on the table, drenching the worksheet.*] I'm so sorry! [*She picks up the water bottle and begins soaking up the puddle with napkins.*]

20 **BEN:** Oh man, Ms. Romano hates it when I turn in wet worksheets. [*He carefully picks up the wet piece of paper and places it on a dry part of the table.*]

21 **SHRUTI:** You do your math work at lunch that often?

22 **BEN:** [*Shrugs.*] I'm not very good at time management.

23 **SHRUTI:** [*Laughing.*] I noticed.

24 **BEN:** [*Offended.*] Hey! I don't even know you.

25 **SHRUTI:** I've told you three times. I'm Shruti. My family just moved here.

26 **BEN:** You're new? If today is your first day, how do you know I'm always rushing to finish my work?

27 **SHRUTI:** Today is not my first day. Monday was my first day.

28 **BEN:** It was?

29 **SHRUTI:** I introduced myself to you in the library on Monday morning, but you were busy gluing something together.

30 **BEN:** My solar system project! [*He frowns.*] Mr. Nodiff was not impressed.

31 **SHRUTI:** The asteroid belt was in the wrong place. I'm not sure what solar system you were trying to make, but it wasn't the one we live in.

32 **BEN:** [*Stammering.*] I—

33 **SHRUTI:** I tried to introduce myself to you again on Tuesday during lunch, but you were filling out a list of state capitals. By the way, the capital of Washington is not Seattle.

34 **BEN:** It's not?

35 **SHRUTI:** It's Olympia! I told you yesterday that Olympia, Washington, is where I moved from.

36 **BEN:** [*He looks down at the floor.*] I'm sorry, Shruti.

37 **SHRUTI:** It's OK. But you'll remember me now, right?

38 **BEN:** Of course! Maybe you can give me some tips on how to manage my time. I want to do a good job. I really do.

39 **SHRUTI:** [*Smiling.*] Tongal, Esther, and I need a fourth person for our history project. Do you want to be in our group? We're going to meet at my house on Saturday to start. My dad is going to make *murgh makhani*—butter chicken—for dinner. It's so good.

40 **BEN:** Yes!

41 **SHRUTI:** [*Seriously.*] But you have to make sure you finish your part of the project *on time*.

42 **BEN:** I will! I promise! [*Pauses.*] Can you show me that trick for multiplying by nine?

43 **SHRUTI:** Sure! [*She motions to the water on the table.*] But first, let's clean this up.

44 [*Curtain.*]

Grade 5 Reading Short Constructed Response

Prompt

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

Why are lines 8 through 11 important to the plot of the play? Support your answer with evidence from the play.

Item-Specific Rubric

Score: 2

A complete response will provide one of the following explanations about why lines
8 through 11 are important to the plot of the play.

- Ben's action of doing his work last minute, messing up his project, and getting upset contributes to the rising action of the play by providing an example of internal conflict Ben often struggles with.
- Shruti's dialogue shows she wants to befriend and help Ben, which contributes to the rising action of the play.
- The stage directions describing Ben's behavior toward Shruti show that he ignores her, which contributes to the initiating event and shows the main conflict of the play.

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:

- [*With a thud, the bus goes over a bump. Ben loses control of the marker and makes a big streak across the poster board.*] (line 10)
- **SHRUTI:** Maybe you should write in pencil first? (line 8)
- **BEN:** Hi. [*He does not look at her. He unrolls the poster board. He takes a marker out of his backpack and begins scribbling. He talks to himself as he writes.*] (line 3)

Evidence is accurately used to support the response.

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

Score: 1

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

A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer about why lines 8 through 11 are important to the plot of the play.

Score: 0

- The response is incorrect.
- The response is not based on the text.
- No response is provided.

Sample Student Responses

Score Point 0

Response 1

> Lines 8 -11 are important to the plot of the play becausethere is a bunch of entertainment in those lines.

In this response, the writer proposes a vague answer ("becausethere is a bunch of entertainment in those lines"), and no text evidence is included.

Response 2

> Lines 8 through 11 are important because they introduce little bit about the characters.

The writer of this response proposes an answer ("they introduce little bit about the characters") that is too general, and no text evidence is provided.

Response 3

> Lines 8 through 11 are important to the plot because it make the story good.

In this response, the writer presents an answer that is too vague ("because it make the story good"), and no text evidence is provided.

Response 4

> Lines 8 through 11 are important to the play because its the first time they meet. I know this because later in scene 2 shruti says "hello again" and says she is new so only just met. So that goes to show that Lines 8 through 11 are immportant.

In this response, the writer presents an incorrect answer ("its the first time they meet"). The writer provides text evidence ("hello again"; "says she is new so only just met") that cannot be used to support an accurate answer.

Score Point 1

Response 1

> Lines 8 through 11 are an important plot of the play beacouse it shows that Ben is not good at time manegment like he said in line 22.

In this response, the writer provides a correct answer ("it shows that Ben is not good at time manegment"). However, as relevant text evidence, the writer provides a text reference ("like he said in line 22") that is insufficient. Citing line numbers is not a sufficient substitute for paraphrased or quoted text-based supporting evidence from the play.

Response 2

> The lines eight through eleven were a important plot of the play to show that Ben is un organised, and messy. Also it shows that Shruti wants to be friends with Ben.

The writer provides two valid answers ("Ben is un organised, and messy"; "Also it shows that Shruti wants to be friends with Ben"). However, no text evidence is provided for either answer.

Response 3

> lines 8 and 11 are important to the plot of the play becuse in 8 it is telling you that you shold write in a pencil and in 11 it is telling you that he leans his head on the seat front of him in despair.

The writer cites relevant paraphrased text evidence ("in 8 it is telling you that you shold write in a pencil"; "in 11 it is telling you that he leans his head on the seat front of him in despair"). However, the writer does not include an accurate answer about why lines 8 through 11 are important to the plot of the play.

Response 4

> I think that lines 8 trough 11 are inportant to the plot of the play because shruti gives ben advice buut ben dose not take it. And we lurln that ben is not very good on time.

The writer provides two valid answers ("shruti gives ben advice buut ben dose not take it"; "we lurln that ben is not very good on time"). No text evidence is included to support either answer.

Score Point 2

Response 1

> I think lines 8 through 11 are important to the plot of the play because they show that Ben dosen't finish his work on time. I know this because in line 9 Ben says" no time. I've got to finish this before-" This show that Ben is dosen't finish his work.

In this complete response, the writer provides an accurate answer ("they show that Ben dosen't finish his work on time") and supports the answer with relevant text evidence from the play ("in line 9 Ben says' no time. I've got to finish this before-' This show that Ben is dosen't finish his work").

Response 2

> Lines 8 through 11 are imporant to the plot of the play because It shows how ben doesn't know how to managment. In line 22 ben says "I am not very good at time managment". This shows that everytime that shruti give advice something bads happens to ben because he didn't take the advice.

In this complete response, the writer presents an accurate answer ("It shows how ben doesn't know how to managment") and includes relevant text-based evidence ("In line 22 ben says 'I am not very good at time managment' ").

Response 3

>   Lines 8 through 11 are important to the play, because it is the first accident to happen between Shruti and Ben.
>   The text states,"**SHRUTI:** Maybe you should write in pencil
> first? **BEN:** No time."
> This shows that Shruti was trying to help Ben, but he ignored her.
>   Lines 8 through 11 are important to the play, because it is the first accident to happen between Shruti and Ben.

In this complete response, the writer presents an accurate answer ("Lines 8 through 11 are important to the play, because it is the first accident to happen between Shruti and Ben"). The writer also provides relevant text-based evidence from the play ("The text states,'**SHRUTI:** Maybe you should write in pencil first? **BEN:** No time' ") to support the answer.

Response 4

    Lines 8 - 11 are important to the plot of the play. I think this because it suggests that Ben rushes and doesn't make time to do his work.

    Why I think this is because he was writing fast and didn't pay atttention to write down the right answer on his poster board. He was also writing with a marker instead of a pencil. Because of this he drew a big streak across his poster board when the bus ran over a bump.

    He also didn't do his work at home. He worked on it at lunch and on the bus. Ben said he was bad at making time for work.

    These are few reasons why I think this. Now try *&* be like Shruti.

In this complete response, the writer provides an accurate answer ("it suggests that Ben rushes and doesn't make time to do his work"). To support the answer, the writer includes relevant paraphrased text evidence from the play ("he was writing fast and didn't pay atttention to write down the right answer on his poster board. He was also writing with a marker instead of a pencil. . . . Ben said he was bad at making time for work").

Grade 5 Writing Short Constructed Response

Grade 5 Writing Short Constructed Response

Passage: "A Surprise at the Beach"

Original Paragraph:

> (1) Some kids fly kites at the beach. (2) Others build sandcastles, collection of seashells, or swim in the waves. (3) Xander Buck is a five-year-old boy from Virginia. (4) He does something much more interesting when he visits the ocean. (5) He searches for shark teeth.

Prompt

Sentence 2 needs to be revised. In the space provided, rewrite sentence 2 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

> Some kids fly kites at the beach, others build sandcastles, collect seashells, or swim in the waves .

The response does not express the ideas in a clear and effective way. The writer joins sentences 1 and 2 using only a comma, which changes the meaning and results in a sentence that is not complete.

Response 2

> A lot of people build sandcastles or they look for seashells in the beach.

This response does not express the ideas in a clear and effective way. The writer omits the idea of swimming and does not maintain the meaning of the original sentence.

Response 3

> Others build sandcastles, collections of seashells or swims in the waves.

The changes made by the writer do not correct the error, and the result is a revision that is ineffective.

Response 4

> Others build sandcastle collections of seashell, or swim in the waves.

This response does not express the ideas in a clear and effective way. The writer removes the first comma and changes "collection" to "collections." These changes do not effectively revise the sentence, and the meaning of the original sentence is changed.

Grade 5 Reading Language Arts
Constructed-Response Scoring Guide

Score Point 1

Response 1

> **Others build sandcastles or find seashells for their collection, or go for a swim.**

This response is a complete sentence that expresses the ideas clearly and effectively. The writer uses "**find seashells for their collection**" to correct the error. Although some information is slightly embellished and the writer uses the conjunction "**or**" both with and without the usually preferred comma, the overall meaning is sufficiently retained, resulting in an acceptable sentence revision.

Response 2

> The best way to revise sentence 2 is "Other people build sandcastles,collect seashells,or just swim in the ocean."

This response is a complete sentence that expresses the ideas clearly and effectively. Although the writer adds a preamble to the beginning of the response, it does not interfere with the effective revision shown in quotation marks. Additionally, the change of the word "waves" to the word "ocean" does not affect the overall meaning in this revision task.

Response 3

> Other kids build sandcastles, swim in waves, or make collections of seashells.

This response is a complete sentence that expresses the ideas clearly and effectively. The writer corrects the error ("or make collections of seashells") and although the order of the activities is changed, this adjustment does not affect the meaning of this correctly revised sentence.

Response 4

> Others bulid sandcastles, collect seashells, or swim in the waves.

This response expresses the ideas in a clear and effective way. The writer changes "collection of seashells" to "collect seashells," effectively revising the original sentence. The misspelling ("bulid") is an editing error that does not affect the score of this revising task.