



# **Grade 7**

# **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 7 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 7 Reading Passage with Extended Constructed Response and Short Constructed Response**

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

### **Winter Wisdom**

- 1 Growing up, I always spent nonschool days at my grandparents' house. It was a small, quiet home with a well-manicured lawn and a clothesline in the backyard. I spent most of the summertime outside, running through freshly laundered clothes that had just been hung to dry, climbing my grandparents' big oak tree, or lying in the grass counting ladybugs. My grandmother, who was never seen with a hair out of place or a wrinkle on a sleeve, would look at me most afternoons with wide eyes. She would say, "Oh, Emi. Clean up quickly. Your parents will be here soon to take you home."
- 2 Winter breaks were different, though. It was usually too cold to go outside and play, so my grandmother would call me to sit with her at the dining room table to teach me the art of origami. It was likely her attempt to keep me busy and out of trouble. Unaware of her true motive, I would happily oblige. I felt honored to be included in one of her sacred pastimes. My grandmother would pull out smooth sheets of colored paper and spread them on the table, forming a paper rainbow in front of me. With greedy hands I would choose my favorite color from the bunch, usually purple. The two of us would sit and fold until I had forgotten about wanting to do anything else.
- 3 Even though she and I were very different, it was during those times that I felt as though we were alike. While making origami, she would ask if I wanted to drink hot tea or hot cocoa. I would opt for hot tea, not because I liked it, but only so that I could be more like her. She would tell me stories about her childhood and share snippets of her travels to Japan to visit family members. I would smile to myself, trying to imagine her as a young girl just like me, with stick-straight black hair and round cheeks.
- 4 As I grew older, though, it was harder for her to persuade me to join her at the table. I had outgrown our origami sessions. I was more interested in calling my friends or listening to music while flipping through the pages of whatever magazine was popular at the time. When I did sit with her, I was careless with my paper creases and impatient to finish so that I could go back to whatever else I had been doing.
- 5 But every time my hands scrambled to finish a shape, my grandmother, without looking up, would say, "Origami is so much more than folding paper, Emi. It is good for the soul." I would dutifully nod, take a sip of tea, and start again, this time working more slowly.
- 6 As much as I admired my grandmother, I never truly understood the importance of her pastime or the meaning of her words until I was in the seventh grade and overcome by something that had gone wrong at school. To this day I cannot remember what it was. At that time, however, I was devastated. It is strange how something so intensely felt in one's youth can shrink to insignificance when weighed against the experiences of adulthood. While alone in my room that day, I spotted the corner of a purple sheet of paper peeking out from underneath a tower of books on my desk. I carefully freed it from its confines and was surprised to see that it was still pristine, no marks or wrinkles. Instinctively I began to fold, pinch, and crease the paper to form a crane. Tense and fumbling at first, my hands began to relax into a gentle rhythm. My finger movements became slow, purposeful, precise. The changing shapes of the paper absorbed my attention until I had nearly forgotten my distress. In that moment, I was

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no longer alone. Instead, I was comforted by the memory of my grandmother and making origami on a cold winter day.

- 7 Life's lasting lessons do not always come in monumental moments. Rather, they often present themselves unremarkably, in the form of simple gestures by others, which we remember throughout our lives. I hope my grandmother knows how much those moments meant to me. Even now, as an adult decades later, whenever I step outside and feel the first whispers of winter, I am transported back to the days around my grandmother's dining room table, making origami and drinking hot tea.

## Grade 7 Reading Extended Constructed Response

### Prompt

Read the selection “Winter Wisdom.” Based on the information in the selection, write a response to the following:

Describe how the relationship between the author and her grandmother influenced the author’s life.

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

Remember to —

- clearly state your controlling 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 7 Reading Passage with Extended Constructed Response

### Informational Writing Rubric

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

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



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

## Sample Student Responses

### Score Point 0

#### Response 1

The relationship between the grandmother and the author is when ever the author has nonschool days she all ways gose to grandmothers house and her grandmother makes art out of origami and they both have fun and spend a lot of time together.

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

The writer does not provide an evident controlling idea but rather a summary of events. The writer does not address how the relationship influenced the author's life. There is no introduction or conclusion, and no supporting evidence is provided. 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

The author and her grandmother influenced the authors life so you can see how important it is to spend time with your family and even if your getting older u shouldnt be on your phone all the time on social mediainstead you should spend time with your family like playing fun games or watching movies and you can also do origami and other things you dont always have to be on your phone all the time u can take breaks and be with your family and another way the authoer and her grandmother influenced the authors life so you can see how fun it is to spend time with your grandma thats how the author and her grandmother influenced the authors life.

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

The writer offers an idea ("so you can see how important it is to spend time with your family") that does not clearly address the prompt about how the relationship between the author and her grandmother influenced the author's life. The writing lacks a clear organizational structure and does not utilize an introduction or conclusion. Additionally, the response lacks specific details from the passage and instead provides irrelevant information that reflects general experiences ("social media"; "playing fun games"; "dont always have to be on your phone all the time"). The writer's ideas are not clear and do not adequately address the prompt. 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

The authors relationship with her grandmother influeced the authors life by teaching her lessions about life. we know this because the story said that she leard how to be peaceful with her origami sesion that her grandma toght her. So this means that she leard to have a happy life and a well astablished life.

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

The writer provides a general but limited controlling idea ("by teaching her lessions about life") that is clarified in the last sentence to describe how the relationship between the author and her grandmother influenced the author's life ("So this means that she leard to have a happy life and a well astablished life"). A weak organizational structure is provided by the brief introductory statement and a conclusion that reaffirms the controlling idea. The writer offers little supporting evidence ("we know this because the story said that she leard how to be peaceful with her origami sesion that her grandma toght her"), and explanation of it is insufficient. Overall, the response reflects a limited understanding of the writing purpose.

### **Conventions: 0**

The writing demonstrates little to no command of grade-level-appropriate conventions. The response contains punctuation errors (missing apostrophe in "authors"), capitalization errors (the first word of the second sentence lacks a capital letter), and numerous spelling errors ("influeced," "lessions," "leard [learned]," "sesion," "toght [taught]," "astablished [established]"). The many errors impact the clarity of the writing and the reader's understanding of the writing.

## **Response 2**

I think that the author's grandma influenced her that life is going to be hared but if you tack your time it goint to get better she sowed the author Emi this in how to make origami this showed emi that life is going hared be if you be come and go slow its going to be great.

she said that she never understood her grandma untill seventh grade some thing happed and thats when she untill her gandma when something happen to her she understood her grandma and why she would tell her to help in life when she got older but her grandma all so whonted to spend time with her cus you get old your going to miss the time that you spent with that preson and that why her grandma whanted to send time with her to tell her stories about her childhood and other thing cus she whonted to be a influenced in her life to tell her life is hared but it going to be great if you work of it.

Becus at one point in her life she didn't whont to do origami with her grandma she wonted to call her firends, listen to music, and flip through magazines cus thats what whas fun at the time origami was not fun for her but when she did do origami she would rush and be careless but her gandma would tell her it's not good to rush something that takes time but like a lot of people in live they whont to get to the top but they dont cus they didn't take there time.

But when she became adult she remedered what her grandma words ment and why she would spend time telling her everthing that she did cus life is going to get hared but if you take your time life is going to get beter and that why her grandma whonted to send time with her not be mean to teach and to be a big influenced in her life to show her to take her time and to not to rush and so that how the author's relationship with her grandma influenced her life.

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

The writer provides a controlling idea ("the author's grandma influenced her that life is going to be hared but if you tack your time it goint to get better"), but it is not fully developed in response to the writing task. An introduction and conclusion are present, but the support for logical development is weak. Little text-based evidence is offered to support the controlling idea. Additionally, any attempt at explanation is insufficient ("and other thing cus she whonted to be a influenced in her life to tell her life is hared but it going to be great if you work of it") and is only vaguely related to the writing task. The expression of ideas is ineffective, and the writer's word choice is limited and impedes the quality and clarity of the essay. Sentences and phrases are often ineffective ("when something happen to her she understood her grandma and why she would tell her to help in life when she got older") and interfere with the writer's intended meaning and the strength and clarity of the message. 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 has many errors in sentence construction (each paragraph is a lengthy run-on sentence), numerous misspellings ("hared," "whonted," "whas," "remedered"), and a lack of punctuation (numerous missing periods and commas). These errors impact the clarity of the writing and impede the reader's understanding of the writing.

## Score Point 2

### Response 1

The relationship between the grandmaw and the author influence the authors life by teaching her to be patient and, calm and that it can really help you as it worked for her.

For example in paragraph 6 as she began to make the oragomi she began to become more and more relaxed until she had almost entirly forgotten about what she was upset about, and she really started to enjoy herslf. But not just that, she felt as if she was comforted by her grandmaw on a cold winter day sipping on hot tea.

Which brings me back to my point of being relaxed and how it can lead you to having to simple gestures from her loved ones as she did in the story.

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

The writer provides a controlling idea in the introduction ("by teaching her to be patient and, calm and that it can really help you as it worked for her") and a somewhat incoherent conclusion ("my point of being relaxed and how it can lead you to having to simple gestures from her loved ones"). The organization is weak because a clear structure that supports logical development is not evident. The writer provides text-based evidence that is weakly connected to the controlling idea ("as she began to make the oragomi she began to become more and more relaxed until she had almost entirly forgotten about what she was upset about, and she really started to enjoy herslf. But not just that, she felt as if she was comforted by her grandmaw on a cold winter day sipping on hot tea"). In addition, this text evidence lacks any explanation. Overall, the response reflects a limited understanding of the writing purpose.

### **Conventions: 1**

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. There are subject-verb agreement errors ("The relationship between the grandmaw and the author influence the authors life") and errors in forming complex sentences ("as she began to make the oragomi she began to become more"). An apostrophe is missing ("authors"), and there is an inconsistent command of commas ("to be patient and, calm," "For example in paragraph"). There are several spelling errors ("oragomi," "entirly," "forgoten," "herslf"). The response has several errors, but the reader can understand the writer's thoughts.

## **Response 2**

It changed there life by being more control of there self when they were growing up they always wanted to be with there friends even if it means working quickly to get away from there grandma they truly admired. They never understood the reason there grandma would call them and make them do origami but has they grow older they started getting the jist of it when something bad happend they would do orgami to calm them down or maybe even cheer them up they learn its okay to take time alone and doing things away from there phone in friends like it said in passage 6 "My finger movements became slow ,purposeful ,precise. the changing shapes of the paper aborbed my attenion until i nearly forgotten my distress. in that mommet." You see they have learned that doing things you love brings back ur happyness and memories of the person you so dearly loved and taking your time with things helps calm you down when you need it the most.

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

The writer provides a controlling idea in the first sentence ("by being more control of there self when they were growing up"), which is partially developed. The introduction is limited to the controlling idea, and the writer includes a brief conclusion, contributing to a limited organizational structure. Also, the writer's focus is inconsistent and at times difficult to follow. The response includes text-based evidence ("My finger movements became slow ,purposeful ,precise. the changing shapes of the paper aborbed my attenion until i nearly forgotten my distress") to support the controlling idea, but it is insufficiently explained. Expression of ideas is basic, and the writer's word choice does not always convey the writer's ideas clearly ("They never understood the reason there grandma would call them and make them do origami but has they grow older"). The sentences are, at times, ineffective and weaken the message. The response reflects a partial understanding of the writing purpose.

### **Conventions: 0**

The writer demonstrates little to no command of grade-level-appropriate conventions. Most of the sentences are run-on sentences. There are grammatical errors ("they learn its okay to take time alone and doing things away from there phone") and incorrect phrasing ("being more control of there self"). There are missing periods ("of there self when they were growing up they always"), missing commas ("You see they have learned"), and spelling errors ("jist [gist]," "aborbed," "attenion," "ur [your]," "happyness"). The many errors impact the clarity of the writing and the reader's understanding of the writing.

## Score Point 3

### **Response 1**

The author's grandmother caused the author to remember her grandmother during a time where the author was in distress. The memory of the author's grandma comforted the author and made them feel better about being alone.

These sentences in paragraph 6 helps reinforce my statement, "I had nearly forgotten my distress. In that moment, I was no longer alone. Instead, I was comforted by the memory of my grandmother and making origami on a cold winter day."

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

The writer provides a controlling idea ("caused the author to remember her grandmother during a time where the author was in distress. The memory of the author's grandma comforted the author and made them feel better about being alone"), which is not fully developed. The organizational structure is weak because there is no conclusion, and the introduction is limited to the controlling idea. The evidence provided is relevant ("I had nearly forgotten my distress. In that moment, I was no longer alone. Instead, I was comforted by the memory of my grandmother and making origami on a cold winter day") but lacks an explanation. The response reflects a limited understanding of the writing purpose.

### **Conventions: 2**

The writer demonstrates consistent command of grade-level-appropriate conventions. The use of "where" should be "when" to match the context ("during a time where the author was in distress"). There is also a subject-verb agreement error ("These sentences in paragraph 6 helps reinforce my statement"). Overall, the response has a few errors, but those errors do not impact the clarity of the writing.

**Response 2**

The grandmother and the authors relationship influenced the authours life because, it shows how the reader needs to understand why people love the things they do and how they charish it. The authors life changed because of the grandmothers love for oragami. Once the author notices why the grandmother loved it so much she understood.

In paragraph 4 the authour shows that she loses intrest in what her grandma has taught with her heart. The author would enjoy doing other things than doing what she has done her whole life. In paragraph 5 the grandmother explains the importance of oragami and how it affects the soul in a good way. Following up in paragraph 6 shows how the author starts to understand the importance of the craft and why it means so much to her grandmother

In paragraph 7 it says, " Life's lasting moments do not always come in monumental moments," shows neither however small or big the event is in anyone's life it can make a big impact on the way their perspective. Also in paragraph 7 shows how the author charishes the memory with her grandmother.

No matter how big or small the event is in someones life it could change a perspective. The relationship of the author and her grandmother develops throughout the story by them understanding each other and charishing the moments they have had together.



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

The writer presents a controlling idea that also serves as an introduction ("it shows how the reader needs to understand why people love the things they do and how they cherish it"), but it is only partially developed. A purposeful structure that includes an introduction and conclusion is present ("The relationship of the author and her grandmother develops throughout the story by them understanding each other and cherishing the moments they have had together"). The writer makes some general references to the text that are not sufficiently explained ("The author would enjoy doing other things than doing what she has done her whole life"; "shows how the author starts to understand the importance of the craft"). Paragraph 3 contains relevant text-based evidence ("Life's lasting moments do not always come in monumental moments") with a basic explanation ("shows neither however small or big the event is in anyone's life it can make a big impact on the way their perspective"). Organization is attempted through sequential text references; however, smooth progression is not always present between sentences, due in part to the limited use of transitional phrases. Holistically, the response reflects a partial understanding of the writing purpose.

## **Conventions: 1**

The writing demonstrates an inconsistent command of grade-level-appropriate conventions. There are punctuation errors, including an unnecessary comma ("because, it shows how the reader") and missing commas ("In paragraph 4 the author"; "No matter how big or small the event is in someones life it could change") and missing apostrophes ("authors life," "grandmothers love," "someones life"). There are also spelling errors ("cherish," "origami," "interest," "thought," "cherishes"). There are several errors, but the reader can understand the writer's thoughts.

**Response 3**

The relationship between the author and her grandmother influenced the author to take value in more stuff than what already is. She talks about how you dont always remember the most important things in life, things can get less important to you as you get older, and how her grandmas words affected her.

Why I think that the relationship between her and her grandmother effected her in a good valuable way was because the author was talking about how you dont always remember the most importat things in life. In the text it says, "Lifes long lasting lessons do not always come in monumental moments." As you can see, by what it says you can tell that a lot of important things in life dont always stick around in your head. They might not always be important to you, but they were always important to you at one point in your life, you may remember them, or thigs that happen may remind you of the memories, but you wont be able to go back in life, so take value.

My second reason for why the authors relationship between the author and her grandmothers relationship effected the author in a good valuable way is becaus how the author mentions how things can get less important to you as you get older. In the story it says, "As I grew older though it was harder for her to persuade me to join her at the table. I had otgrown our origami sessions." From what you can tell from my piece or evidence, you can see that as the author was getting older, perferably in her early teens or teens, she didnt really care much about spending time with her grandmother and their origami sessions. But as an adult, she relalizes how much she missed it and took it into more value.

My last reason was that her grandmothers words effected her. In the story it says, "In that moment, i was no longer alone. Instead, I was comforted by the memory of my grandmother and making origami on a cold winter day." As you can see from my piece f evidence, you can tell that when the author had realized how much she missed and cared about her and her grandmothers origami lessons, she felt cofort in doing her own origami when she was just a little bit older, she took value.

My point is, dont forget the thigs you have done. You are not young forever, dont be "too" old for things. You never grow out of it. take value.

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

The writer provides a controlling idea in the introduction ("always remember the most important things in life, things can get less important to you as you get older, and how her grandmas words affected her"). A purposeful structure that includes an effective introduction and conclusion ("My point is, dont forget the thigs you have done. . . . You never grow out of it. take value") is evident. The writer provides relevant text evidence from the passage ("Lifes long lasting lessons do not always come in monumental moments"; "As I grew older though it was harder for her to persuade me to join her at the table. I had otgrown our origami sessions") and clearly explains the evidence ("it says you can tell that a lot of important things in life dont always stick around in your head"; "thigs that happen may remind you of the memories, but you wont be able to go back in life, so take value"; "in her early teens or teens, she didnt really care much about spending time with her grandmother . . . But as an adult, she relalizes how much she missed it"). This text-based evidence and explanation consistently support and develop the controlling idea. The sentences, paragraphs, and ideas are logically connected in purposeful ways ("Why I think that," "My second reason," "My last reason," "My point is"). The expression of ideas is effective as sentences contribute to the overall quality of the response. Overall, the response reflects a thorough understanding of the writing purpose.

### **Conventions: 0**

The writer demonstrates little to no command of grade-level-appropriate conventions. The response contains errors in sentence construction, including run-on sentences ("She talks about how you dont always remember the most important things in life, things can get less important to you as you get older, and how her grandmas words affected her"). There are also repeated punctuation errors ("dont," "didnt," "grandmas words," "authors relationship"), usage errors ("effected [affected]"), and numerous spelling errors ("becaus," "perferably," "cofort," "thigs"). The many errors impact the clarity of the writing and the reader's understanding of the writing.

## Score Point 4

### Response 1

Emi's grandmother affected her life greatly. This is because her origami taught her the importance of the small things in life. Along with this, it gave her good memories to write about.

Her grandmother's origami taught her that life's lessons don't always come from large moments. In paragraph 6, it states "I began to fold, pinch, and crease the paper to form a crane. Tense and fumbling at first, my hands began to relax into a gentle rhythm... The changing shapes of paper absorbed my attention until I had nearly forgotten my distress." (6). This shows that life can show lessons in small moments because in this segment, Emi was in distress. However, by using origami and remembering her grandmother's teachings, the event started affecting her less, and she was able to overcome it more easily.

Along with that, visits to her grandmother created good memories to help her in times of distress. Paragraph 6 states "Instead, I was comforted by the memory of my grandmother and making origami on a cold winter day." (6). This shows that her grandmother gave Emi good memories because the memory of her grandmother coming back to her because of the origami also comforted her in that time of unrest in Emi's mind.

In conclusion, Emi's Grandmother was a very good role model in Emi's life that affected her positively. She was able to affect Emi through memories, and her teachings of origami proving that Life can teach you through small moments.

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

The writer presents the controlling idea in the first paragraph ("Emi's grandmother affected her life greatly. This is because her origami taught her the importance of the small things in life. Along with this, it gave her good memories to write about"). An introduction (the controlling idea) and a conclusion that reinforces the controlling idea at the end of the response are present. Organization is consistent and supported by sentence-to-sentence connections ("Along with this," "Along with that," "In conclusion"). Relevant text-based evidence is provided to support the controlling idea ("I began to fold, pinch, and crease the paper to form a crane. Tense and fumbling at first, my hands began to relax . . . until I had nearly forgotten my distress"; "Instead, I was comforted by the memory of my grandmother and making origami on a cold winter day") and is explained ("This shows that life can show lessons in small moments"; "This shows that her grandmother gave Emi good memories"). The expression of ideas is general and repetitive ("small things," "small moments," "created good memories," "gave Emi good memories," "affected her positively," "affect Emi through memories"). Overall, the response reflects a partial understanding of the writing purpose.

## **Conventions: 2**

The writer demonstrates consistent command of grade-level-appropriate conventions. Despite some missing commas ("it states 'I began to fold' "; "small moments because in this segment"), commas are consistently used correctly after introductory phrases ("Along with that,"; "In conclusion,"). There are a couple of spelling errors ("grandmother," "conclusion") and a couple of capitalization errors ("Grandmother," "Life"). Overall, the response has a few errors, but these errors do not impact the clarity of the writing.

## **Response 2**

Have you ever wanted to be really close with someone you love? Well this is what happens in this passage "Winter Wisdom" where the author and her grandmother are really close. The relationship between the author and her grandmother influenced the author's life by teaching her good habits and strengthening their bond.

The relationship between the author and her grandmother influenced the author's life by teaching her good habits. According to the text "Winter Wisdom", "It was usually too cold to go outside and play, so my grandmother would call me to sit with her at the dining room table to teach me the art of origami." This quote shows how the author's grandmother is teaching her good habits by the art of origami. Later in the text it says, "'Origami is so much more than folding paper, Emi. It is good for the soul.'" This justifies my reasoning earlier about how origami is a good thing to learn. Another good habit Emi is learning from her grandmother is drinking tea instead of hot cocoa. In the passage Emi says, "While making origami, she would ask if I wanted to drink hot tea or hot cocoa. I would opt for hot tea." Tea is a better option than hot cocoa because of its tremendous amounts of benefits.

The relationship between the author and her grandmother influenced the author's life by strengthening their bond. As stated by the passage "Winter Wisdom", "The two of us would sit and fold until I had forgotten about wanting to do anything else. Even though she and I were very different, it was during those times that I had felt as though we were alike." This shows that because of Emi's grandmother Emi got to learn how much family means and to always put family first. Another way Emi and her grandmother strengthened their bond was by thinking about each other through origami. The text states, "Instinctively I began to fold, pinch, and crease the paper to form a crane. Tense and fumbling at first, my hand began to relax into a gentle rhythm. My fingers' movements became slow, purposeful, precise. The changing shapes of the paper absorbed my attention until I had nearly forgotten my distress. In that moment, I was no longer alone. Instead, I was comforted by the memory of my grandmother and making origami on a cold winter day." Even after Emi grew up and had forgotten about origami she had still remembered her grandmother and by doing origami it calmed her down and made her remember her grandmother.

Overall, Emi's grandmother was a nice caring person who only wanted what was best for her granddaughter. Emi and her grandmother connected in so many ways that were special to themselves. From drinking hot tea or doing origami Emi's grandmother was a great influence on the author's life by teaching her good habits and strengthening their bond.

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

The writer provides a clear controlling idea that “The relationship between the author and her grandmother influenced the author’s life by teaching her good habits and strengthening thier bond.” A purposeful structure that includes an introduction in the form of a rhetorical question (“Have you ever wanted to be really close with someone you love?”) and a conclusion (“Overall, Emi’s grandmother was a nice caring person who only wanted what was best for her granddaugther. . . . From drinking hot tea or doing origami Emi’s grandmother was a great influence on the author’s life by teaching her good habbits and strengthening their bond”) effectively supports the development of the controlling idea. Additionally, the writer includes specific text-based evidence (“sit with her at the dining room table to teach me the art of origami”; “Origami is so much more than folding paper, Emi. It is good for the soul”; “Tense and fumbing at first, my hand began to relax”) along with insightful explanation (“Even after Emi grew up and had forgotten about origami she had still remebered her grandmother and by doing origami it calmed her down and made her remember her grandmother”). Additionally, almost all sentences are crafted to convey the writer’s ideas and contribute to the overall clarity of the response, resulting in the expression of ideas that are clear and effective. Overall, the response reflects a thorough understanding of the writing purpose.

### **Conventions: 1**

The writer demonstrates inconsistent command of grade-level-appropriate conventions, including misspellings (“habbits,” “thier,” “reasonin,” “forgotten,” “makeing”), missing commas from introductory phrases (“Well this is what happens in this passasge . . .”; “Later in the text . . .”), occasional sentence construction errors (“Even after Emi grew up and had forgotten about origami she had still remebered her grandmother and by doing origami it calmed her down”), and minor grammatical errors (“As states by the passage”). Although the response contains several errors, the reader can understand the writer’s thoughts.

## Score Point 5

### Response 1

The relationship between the author and her grandmother influenced the author's life by showing her how to be patient and providing a safe space where she can relax surrounded with kindness and warmth.

The author's grandmother in the story exhibits these welcoming traits by demonstrating to the author how to take her time and decode situations by having patience. This is shown in paragraph 5, when the author communicates, "But every time my hands scrambled to finish a shape, my grandmother, without looking up, would say, "Origami is so much more than folding paper, Emi. It is good for the soul." She uses the origami sessions between her and the author as an example and teaching tool relating to working through conflicts and thinking intentionally. This helps her remember to move slowly, be mindful, and relax when something is important later assisting her in interactions with other people and being at one with herself.

The author and her grandmother's relationship is very understanding on both sides primarily radiating from the grandmother. She is kind and allows her granddaughter to experience moments that will affect her later in life and build character. The author feels that origami sessions and conversations with her grandmother is comforting and safe for her.

The sessions and challenges she has had with her grandmother have helped her to grow as an adult and is even stated in paragraph 7, when the author says, "Even now, as an adult decades later, whenever I step outside and feel the whispers of winter, I am transported back to the days around my grandmother's dining room table, making origami and drinking hot tea."

In finality, The relationship between the author and her grandmother influence her by showing her how to be patient and providing a safe space where she can relax surrounded with kindness and warmth. These lessons will stay with her for the rest of her life and become a teaching tool reminding her to stay kind and obtain peace.



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

In this response, the writer provides a clearly identifiable controlling idea ("influenced the author's life by showing her how to be patient and providing a safe space where she can relax surrounded with kindness and warmth"). The introduction serves as the controlling idea and an effective conclusion is evident ("In finality, The relationship between the author and her grandmother . . . will stay with her for the rest of her life"). The organizational structure is appropriate and supports the development of the controlling idea. The writer cites relevant and specific text-based evidence (" 'But every time my hands scrambled to finish a shape, my grandmother, without looking up, would say, 'Origami is so much more than folding paper, Emi. It is good for the soul' "), and this evidence is clearly explained and consistently supports and develops the controlling idea ("She uses the origami sessions between her and the author as an example and teaching tool relating to working through conflicts and thinking intentionally"). The writer's word choice is purposeful, and sentences are effectively crafted to provide clarity to the overall message ("The author and her grandmother's relationship is very understanding on both sides primarily radiating from the grandmother"; "will affect her later in life and build character"; "how to be patient and providing a safe space where she can relax surrounded with kindness and warmth"). As a result, the response reflects a thorough understanding of the writing purpose.

### **Conventions: 2**

The writer demonstrates consistent command of grade-level-appropriate conventions. Sentence construction, punctuation, and spelling are consistent throughout the response. There is some improper capitalization ("In finality, The relationship"), but the response has few errors, and these errors do not impact the clarity of the writing.

## **Response 2**

There are approximately eight billion people in the world, and out of these eight billion people there are loved ones who change the way you look at life forever. The relationship between the author and the grandmother influenced the author's life by providing comfort during difficult situations, teaching her patience, and introducing her culture's traditions to her life.

When the author felt stressed or was in a difficult situation, "the changing shapes of the paper absorbed my attention until I had nearly forgotten my distress. In that moment, I was no longer alone." (Paragraph 6). The lessons her grandmother provided may have been brief, but they left a substantial imprint on her as she matured. The relationship they shared allowed her to be "comforted by the memory of my grandmother." (Paragraph 6). No matter what happened, she could always find a sense of peace in origami.

To continue, the art of origami taught the author patience. Whenever she began to fold and, "my hands scrambled to finish a shape, my grandmother, without looking up, would say, "Origami is so much more than folding paper, Emi. It is good for the soul." I would dutifully nod, take a sip of tea, and start again, this time working more slowly." (Paragraph 5). Every time she rushed something she could look back at the slow, precise creases that were needed to execute a fold and begin to do things with less haste. She would be able to look back at what her grandmother taught her and begin to do things with patience.

Lastly, the relationship she had with her grandmother taught her about her heritage and culture. Whenever she went to her grandmother's house, she learned so much more than how to create a crane or a box, she was able to become closer to her ancestors and culture through the stories her grandmother told her about. "She would tell me stories about her childhood and share snippets of her travels to Japan to visit her family members." (Paragraph 3). Through her interactions with her grandmother she not only built a strong relationship with her, but she also was able to learn about her culture and how it impacted her lifestyle.

After analyzing the text we can see how out of eight billion people, the relationship she had with her grandmother impacted the way she looked at the world. "Winter Wisdom" shows how the wisdom of her grandmother provided a sense of belonging during tough times, taught her how to be patient, and introduced her to her heritage.

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

The writer provides a controlling idea ("by providing comfort during difficult situations, teaching her patience, and introducing her culture's traditions to her life") that is clear and fully developed. A purposeful structure that includes an effective introduction ("There are approximately eight billion people in the world . . . loved ones who change the way you look at life forever") and conclusion ("After analyzing the text we can see how . . . her grandmother impacted the way she looked at the world") is evident. The organizational structure is appropriate and effectively supports the development of the controlling idea. The paragraphs are logically connected with effective transitions ("To continue," "Lastly," "After analyzing the text"). The response includes relevant text-based evidence ("the changing shapes of the paper absorbed my attention until I had nearly forgotten my distress. In that moment, I was no longer alone"; "Origami is so much more than folding paper, Emi. It is good for the soul") that is clearly explained ("The lessons her grandmother provided may have been brief, but they left a substantial imprint on her as she matured"; "She would be able to look back at what her grandmother taught her and begin to do things with patience") and helps support and develop the controlling idea. The expression of ideas is clear and the writer's word choice is specific, purposeful, and enhances the response ("Whenever she went to her grandmother's house, she learned so much more than how to create a crane or a box, she was able to become closer to her ancestors and culture through the stories her grandmother told her about"). Overall, the response reflects a thorough understanding of the writing purpose.

### **Conventions: 2**

The writing demonstrates consistent command of grade-level-appropriate conventions. Sentence construction, punctuation, and capitalization are consistent throughout the response. A few spelling errors are present ("pricise [precise]," "wolrd") but do not impact the clarity of the writing.

## Condition Code: Off Topic

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

### **Response 1**

To be carefull of snakes in the forest.  
thats my idea

His dad wanted his boys to be very carefull of coperheads.

### **Response 2**

I think it is important to spend time with your family espicially your grandparents. I also think you should be nice and kind to the elderly. You should always use your manners by saying yes ma am or no ma am and saying thank you and no thank you and more. Another thing you shouldn't make a mess at your grandparents house if you dont do it at your house it is important to have fun ,but put things back were you found them. The last thing i want you to know is that no matter what that your grandparents love you and i think you should love them back. Thats why i think it important to spend time with your grandparents.

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

## **Too Early, Too Late**

### **Characters**

**NARRATOR:** *A seventh-grade girl*

**MARTA:** *A seventh-grade girl*

**TRACY:** *A seventh-grade girl*

**SETTING:** *A middle school playground.*

### **SCENE 1**

- 1 **NARRATOR:** Welcome, dear audience, to our play! I am your humble narrator. Tonight, I promise you heroes and villains and exciting plot twists, and I'll throw in some insightful commentary to keep you up to speed. Sound good? Great! Let's get started!
- 2 *[Marta enters the stage and paces back and forth, occasionally glancing at her watch and muttering in frustration.]*
- 3 **NARRATOR:** Our first character. Her name is Marta. Is she the play's hero, or the villain? We will have to find out!
- 4 **MARTA:** *[Annoyed.]* She's late.
- 5 **NARRATOR:** Marta is what is commonly known as an early bird. She is the type of person who thinks that if you're on time, you're late. Marta is always the first person to arrive at parties, once even before the host got there!
- 6 *[Marta continues pacing as Tracy walks casually onto the stage.]*
- 7 **TRACY:** Hey, Marta.
- 8 **MARTA:** You're late.
- 9 **TRACY:** Am I? Oh, sorry about that.
- 10 **NARRATOR:** Now, meet our next character, Tracy. Tracy, as some of you may already have guessed, is always late. She was once so late for a party that everyone was gone by the time she got there—and *she* was the host! Tracy is our other potential hero-slash-villain. As you will see, these two characters are about to face off. Let's get ready to rumble!
- 11 **MARTA:** We agreed to meet here at three o'clock. It is now three forty-two.
- 12 **NARRATOR:** Exposition time: Marta and Tracy don't really know each other well but were assigned to be partners for a social studies project.
- 13 **TRACY:** *[Shrugging.]* Yeah, I lost track of time. But I'm here now.

- 14 **MARTA:** *[Frowning, showing a notebook to Tracy.]* Well, fine, but as you can see here from my schedule, I meet you from three to three forty-five. Then, I have five minutes to walk home and 10 minutes to walk the dog before I start my homework precisely at four.
- 15 **TRACY:** Wow, you're really organized.
- 16 **MARTA:** I am. Now I've got to go. We'll have to reschedule for tomorrow at three.
- 17 **TRACY:** Sure, I can make it.
- 18 **MARTA:** Can you please be on time tomorrow?
- 19 **TRACY:** I'll do my best.
- 20 *[Both girls walk offstage in opposite directions.]*
- 21 **NARRATOR:** Well, that wasn't quite the rumble I anticipated. And that brings us to the end of scene one. But perhaps we'll have more strife in scene two—stay tuned!
- 22 *[The lights onstage go down and then come right back up.]*

## SCENE 2

- 23 *[The Narrator is standing in the same place as in Scene 1. Marta enters and paces back and forth, muttering to herself.]*
- 24 **NARRATOR:** Welcome to scene two! It is the next day at three-thirty. Marta is here, but no Tracy. We're bound to get some discord this time!
- 25 *[Tracy enters casually.]*
- 26 **MARTA:** You're late again!
- 27 **TRACY:** Oh, yeah, I'm sorry. I lost track of time.
- 28 **NARRATOR:** *[Rubbing her hands together gleefully.]* Here we go!
- 29 **TRACY:** But, look, I thought about our project yesterday, and I jotted down some ideas for what we could do.
- 30 **MARTA:** That's fine, but you're late. Now I'm out of time. I have a schedule to keep. *[She walks offstage.]*
- 31 *[Tracy shrugs and exits.]*
- 32 **NARRATOR:** *[Disappointed.]* Well, we're getting there. But I may need to stir the pot a little in scene three.
- 33 *[The lights go down and then up again.]*

### SCENE 3

34 *[Marta and Tracy are already onstage talking.]*

35 **NARRATOR:** *[Dramatically.]* Welcome to scene three, where the final battle occurs!

36 *[Marta and Tracy turn to the Narrator.]*

37 **MARTA:** *[Speaking to the Narrator.]* Why are you always trying to get us to fight with each other?

38 **NARRATOR:** *[Looking around confused.]* Are you speaking to me?

39 **TRACY:** Yes, we're talking to you.

40 **NARRATOR:** But, but, I'm the narrator, not a character. You speaking to me breaks the rules of the play!

41 **MARTA:** Who cares? We're trying to do a project, but you just keep trying to get us into an argument.

42 **TRACY:** It's not very helpful.

43 **NARRATOR:** But we need a conflict!

44 **MARTA:** Well, we don't want to be the conflict. We figured everything out. Tracy is great at thinking up ideas.

45 **TRACY:** Yeah, but they're kind of jumbled, so Marta, who's great at organizing things, is giving them structure.

46 **NARRATOR:** But that's no good! We need heroes and villains!

47 **MARTA:** I think we *do* have heroes and villains. We worked out our differences, so we're the heroes.

48 **NARRATOR:** *[Shocked.]* Then that makes *me* the villain!

49 **TRACY:** Looks like it does.

50 **NARRATOR:** But I'll redeem myself in scene four!

51 **MARTA:** You're too late—the play is over. Look—the curtain is coming down.

52 **NARRATOR:** But, but . . .

53 *[Curtain]*

## **Grade 7 Reading Short Constructed Response**

### **Prompt**

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

How does Marta's attitude about keeping a schedule affect the plot of the play? Support your answer with evidence from the play.



## Item-Specific Rubric

### Score: 2

A complete response will provide, but is not limited to, one of the following explanations about how Marta's attitude about keeping a schedule affects the plot of the play.

- Marta's strict obedience to a schedule encourages the narrator's conviction that there will be conflict.
- Tracy realizes the project can benefit from Marta's keen organizational skills and this helps them to avoid unnecessary conflict.

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

- **TRACY:** Wow, you're really organized. (line 15)
- **NARRATOR:** Marta is here, but no Tracy. We're bound to get some discord this time! (line 24)
- **MARTA:** Well, we don't want to be the conflict. We figured everything out. Tracy is great at thinking up ideas. (line 44)
- **TRACY:** Yeah, but they're kind of jumbled, so Marta, who's great at organizing things, is giving them structure. (line 45)

Evidence is accurately used to support the response.

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

### Score: 1

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

A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer about how Marta's attitude about keeping a schedule affects 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**

Marta's attitude about the schedule affects the plot by defining the theme of the play.

In this response, the writer does not accurately answer how Marta's attitude about keeping a schedule affects the plot of the play ("Marta's attitude about the schedule affects the plot by defining the theme of the play"). In addition, no text evidence is provided.

#### **Response 2**

Because she likes being on time about everything because she have to do a lot of things.

In this response, the writer does not accurately answer how Marta's attitude about keeping a schedule affects the plot of the play ("Because she likes being on time about everything because she have to do a lot of things"). Instead, the writer highlights a personality trait of Marta ("likes being on time"). While this statement is true, the writer does not indicate how Marta being punctual affects the chain of events in the play. Additionally, no text evidence is provided as support.

#### **Response 3**

she wants it to be a hero villian story and wants conflict and fighting and the hero beating the villian and by doing that only then she will be happy

In this response, the writer does not accurately answer how Marta's attitude about keeping a schedule affects the plot of the play ("she wants it to be a hero villian story and wants conflict and fighting and the hero beating the villian and by doing that only then she will be happy"). This response presents a vague statement suggesting the narrator's perspective regarding conflict. There is no clarification regarding who is the villain and who is the hero. In addition, the response lacks text evidence.

#### **Response 4**

I think that her attitude about keeping a schedule affects the play because.The play has to stop and they have to creatse another scene because she has to stay on schedule.

In this response, the writer does not accurately answer how Marta's attitude about keeping a schedule affects the plot of the play ("The play has to stop and they have to creatse another scene because she has to stay on schedule"). The writer focuses on the mechanics of writing a play and the length or number of scenes rather than how Marta's attitude affects the plot of the play. Additionally, the response does not include any text evidence.

## Score Point 1

### **Response 1**

it affects the plot because she has a list of stuff to do and a short amount of time to do it all and it shows that she is organized

In this partial response, the writer provides an accurate answer ("because she has a list of stuff to do and a short amount of time to do it all and it shows that she is organized"). However, no text evidence is provided.

### **Response 2**

Marta's attitude about keeping a schedule affects the plot because they can not conduct the meeting because Tracy is late.

In this partial response, the writer provides an accurate answer for how Marta's attitude about keeping a schedule affects the plot of the play ("because they can not conduct the meeting because Tracy is late"). The writer includes how Marta's strict obedience to a schedule affects the plot of the play by preventing her from being able to meet with Tracy. However, no text evidence is provided to support the answer stated.

### **Response 3**

The text states in scene 1 that "I meet you from three forty-five. Then, I have five minutes to walk home and 10 minutes to walk the dog before I start my homework precisely at four."

In this partial response, the writer cites relevant text evidence ("I meet you from three forty-five. Then, I have five minutes to walk home and 10 minutes to walk the dog before I start my homework precisely at four"); however, the writer does not include an accurate answer about how Marta's attitude about keeping a schedule affects the plot of the play.

### **Response 4**

Marta's is very organized and very strict on herself. She thinks that Tracy is not organized because she is late most of the time. This frustrates Marta and the narrator thinks something is going to go down but nothing happens.

In this partial response, the writer provides an accurate answer about how Marta's attitude toward keeping a schedule affects the plot of the play ("Marta's is very organized . . . She thinks that Tracy is not organized because she is late most of the time. This frustrates Marta and the narrator thinks something is going to go down but nothing happens"). The writer does not, however, include text evidence for support.

## Score Point 2

### **Response 1**

Marta's attitude about keeping a schedule affects the plot of the play by making the narrator anxious for their to be conflict. In the text it says "[Disappointed] Well, we're getting there. but i may need to stir up the plot a little in scene three." (also it should be plot not pot.) this shows that because of marta's attitude it causes the narrator to becolume anxious.

In this complete response, the writer provides an accurate answer indicating how Marta's attitude about keeping a schedule affects the plot of the play ("by making the narrator anxious for their to be conflict"). Furthermore, the writer supports the response with a relevant quote from the text ("[Disappointed] Well, we're getting there. but i may need to stir up the plot a little in scene three").

### **Response 2**

Marta's attitude about keeping a schedule affects the progress she and Tracy make in their project. Because Tracy is constantly late, their scheduled meetings are shortened by a significant amount of time due to Marta's tight schedule and inability to make extra time for it. Marta shows this in line 30 when she says "Now I'm out of time. I have a schedule to keep".

In this complete response, the writer states an accurate answer ("Marta's attitude about keeping a schedule affects the progress she and Tracy make in their project. Because Tracy is constantly late, their scheduled meetings are shortened . . . due to Marta's tight schedule and inability to make extra time for it"). Additionally, the writer supports the answer with relevant text evidence from the play ("Now I'm out of time. I have a schedule to keep").

### **Response 3**

it affects the plot of the play becuase Tracy is always late so the narrator thinks that they will get it a fight, "[Rubbing her hands together gleefully.] Here we go!"

In this complete response, the writer provides an accurate answer ("becuase Tracy is always late so the narrator thinks that they will get it a fight"). Additionally, the response provides relevant text evidence from the play to support how Marta's attitude about the schedule contributes to the narrator's anticipation of drama ("[Rubbing her hands together gleefully.] Here we go!").

#### **Response 4**

Marta's attitude about keeping a schedule affects the plot of the play by her being disappointed at Tracy for always being late but her skills to organize resolves her problems with Tracy. In lines 44 and 45 it states,

**"MARTA: Well, we don't want to be the conflict. We figured everything but. Tracy is great at thinking up ideas."** and **"TRACY: Yeah, but they're kind of jumbled, so Marta, who's great at organizing things, is giving them structure."** This shows that they were able to work together and resolve the problem with Marta's ability to organize.

In this complete response, the writer provides an accurate answer about how Marta's attitude about keeping a schedule affects the plot of the play ("by her being disappointed at Tracy for always being late but her skills to organize resolves her problems with Tracy"). Furthermore, the writer cites relevant text evidence to show how both girls work together to resolve the conflict ("**MARTA: Well, we don't want to be the conflict. We figured everything but. Tracy is great at thinking up ideas."**"; "**TRACY: Yeah, but they're kind of jumbled, so Marta, who's great at organizing things, is giving them structure"**").

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# **Grade 7 Writing Short Constructed Response**

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## Grade 7 Writing Short Constructed Response

### Passage: "Praise for a Great Product"

#### Original Paragraph:

(9) I've worn my Andies on class trips where we've had to walk for miles. (10) I once wore them to a music festival. (11) This involved lots of standing and dancing. (12) I've even worn them hiking. (13) The good news is that these shoes have never let me down. (14) They are equally good on concrete, gravel, and dirt trails.

#### Prompt

Macy wants to combine the ideas in sentences 10 and 11. In the space provided, write a new sentence that combines these ideas in a clear and effective way.

#### Item-Specific Rubric

##### Score: 1

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

##### Score: 0

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

## Sample Student Responses

### Score Point 0

#### **Response 1**

there's a music festival and there is a lot of dancing and a lot of food.

In this response, there is no reference to the narrator wearing the sandals discussed in the reading passage. To effectively complete the revision and receive full credit, the rewritten sentence must include all the important information from both sentences 10 and 11.

#### **Response 2**

I once wore them to a musical festival, this involved lots of standing and dancing.

This response does not combine the ideas in a clear and effective way. The writer simply transcribes the two sentences and replaces the end punctuation after sentence 10 with a comma. This approach is not an acceptable way to link two complete sentences together. The result is a run-on sentence, which does not effectively complete the revising task.

#### **Response 3**

I once wore them to a festival, which involved lots of physical movement.

This response omits too much information to result in a successful combination of sentences 10 and 11. A revision is attempted with the inclusion of the relative pronoun "which." However, substituting "physical movement" for "standing and dancing" causes a loss of specific ideas and changes the meaning of sentence 11. For a response to receive full credit, the original meaning of the two sentences must be maintained.

#### **Response 4**

I once wore them to a music festival, this activity involves you to stand and dance.

This response does not combine the ideas in a clear and effective way. The writer adds the word "activity," but otherwise simply transcribes the two sentences and replaces the ending punctuation after sentence 10 with a comma. The result remains two separate sentences written together as a run-on sentence, which does not complete the revising task.



## Score Point 1

### **Response 1**

I once wore them to a music festival and this involved lots of standing and dancing.

This response illustrates a clear and effective combination of sentences 10 and 11. The writer successfully combines the two sentences with the conjunction “and,” thus creating clarity for the reader. The missing comma required for a compound sentence is an editing error that does not affect the score of this revising task.

### **Response 2**

I once wore them to a music festival that involved lots of standing and dancing.

This response expresses ideas in a clear and effective way by successfully utilizing the relative pronoun “that” to combine sentences 10 and 11. This revision combines the ideas without any change in meaning.

### **Response 3**

I once wore the shoes to a music festival; this involved lots of standing and dancing.

This response illustrates a clear and effective combination of sentences 10 and 11. The writer accurately links the information in the two sentences with a semicolon, thus creating clarity for the reader. A semicolon may be used in this way to link sentences if they are closely related as they are in this case. All of the important information from both sentences has been conveyed.

### **Response 4**

I once wore them to a music festival, which involved lots of standing and dancing.

This response expresses ideas in a clear and effective way by successfully utilizing the relative pronoun “which” to combine the relevant information in sentences 10 and 11, resulting in a completed revision in which the meaning has been maintained.