



# **Grade 7**

# **Reading Language Arts**

Constructed-Response  
Scoring Guide

Spring 2024

## 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<sup>®</sup>) 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.**

### **A Different Approach to Budgeting**

- 1 If you had to choose just one, would you vote to fund new air conditioners in the cafeteria or a school carnival? Money matters, and budgeting helps us pay for what we need. Who decides how the money to pay for school is spent? It's an important question. According to the Center for Public Justice, 50 million students attend U.S. public schools. Most communities have a school board of elected officials who make budget decisions that affect every student. But a different system is growing in popularity: participatory budgeting, often shortened to PB.
- 2 With PB, more people get a say in how money is budgeted. When PB is used by school districts, this includes students! Some people are pleased to have students involved in the school budgeting process. Others are concerned that the idea is unrealistic. If students determine spending decisions, will they choose to fund what's best for schools?
- 3 To understand participatory budgeting, it is helpful to first look at its history and how it works. PB began in the 1980s and is now used in over 3,000 cities worldwide. Community members help plan city budgets to fund everything from city roads to public swimming pools. PB is also used today by some school districts. This different approach to budgeting requires planning for it to work. It has five stages: designing the budgeting process, brainstorming project ideas, creating project proposals, selecting the projects to be funded, and implementing the winning ideas.
- 4 Participatory budgeting can benefit students in several ways. Debating ideas and voting on them offer civic learning opportunities and the chance to work together to address shared problems. The Community Development Project researched some of the effects of PB and found that "participants actively engaged in discussions and decision-making and worked collaboratively with other community members." PB participants feel an increased sense of social responsibility and learn that their decisions have the power to affect their lives and those of future generations. Community discussions build self-confidence because they empower people to share their experiences and concerns.
- 5 Students learn about democracy by experiencing it. The National Civic League, founded in 1894 by such leaders as Teddy Roosevelt, encourages civic participation. The group reported on a PB project in Arizona where schools used an online platform to collect ideas. The experience "mirrored [the] real-life voting process to prepare students for active civic life in adulthood." Dr. Carolina Johnson, an independent researcher, conducted a study for the Participatory Budgeting Project. She found that people who participate in PB are 7 percent more likely to vote in future elections.
- 6 Learning about financial concepts such as creating a budget and managing money prepares students for adulthood. The Hechinger Report, a nonprofit independent news organization, describes the results of one project in New York. Students were given \$2,000 to spend. Three projects were pitched by teams of students. One idea was to build a greenhouse garden that could provide fresh food. The second was to create a dance and music studio. The third was to install filters in all the water fountains. A large majority voted for the choice that also benefited the community as a whole: the greenhouse garden. One participating student said the process made her feel that her "voice actually does count."

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- 7 The PB process does not always include everyone, though. The system used by most schools involves first setting up a committee of students who are recommended by their teachers and elected by their peers. These students gain most of the benefits. They plan project options, research costs, and decide which ideas to offer as choices. But most students have only one part in that whole process: the final vote.
- 8 There are other challenges too. Some people say the amount given for student projects isn't enough to make a difference. One student participating in the New York project found that \$2,000 "seems like a lot" but didn't go very far. Students were considering building improvements "until they realized their money wouldn't stretch," says Bobby Thomatos, a government teacher leading the project.
- 9 Participatory budgeting is also time-consuming. The planning process alone takes a full year, and some situations cause additional difficulties. If the vote results in a tie, one student asks, "Do we revote? Do we fund both projects? Should we do a runoff of the top two?" Students who are already busy may not have time for the responsibility PB requires. Additionally, some people say that giving everyone from students to administrators an equal vote devalues the education and experience of the adults traditionally responsible for creating school budgets.
- 10 *Time* magazine reported in 2015 that students in Arizona presented PB projects ranging "from \$157 for volleyball equipment to \$1,000 to fund a music club, and from \$217 for a school garden to \$740 for shade umbrellas in the school courtyard." Ultimately, in three years 30,000 students voted on how \$250,000 should be spent. They funded the winning projects above, building improvements, refillable water stations, and more. Did they spend the money wisely? One parent involved in a PB process at Walker Elementary in Virginia says, "We don't know what the students will come up with. It's a point of tension, but that's part of the process."
- 11 Students should have a voice in their schools. They should be included as valued members of our society. Should they participate in planning how school money is spent? That is for each school to decide.

## Grade 7 Reading Extended Constructed Response

### Prompt

Read the selection "A Different Approach to Budgeting." Based on the information in the selection, write a response to the following:

Should students be involved in deciding how money is spent in their schools or communities through participatory budgeting? Why or why not?

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

Remember to —

- clearly state your claim
- 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

### Argumentative/Opinion Writing Rubric

Score Point	Development and Organization of Ideas
3	<ul style="list-style-type: none"><li>• <b>Argument/opinion is clear and fully developed</b> The argument/opinion is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow. For grades 8 through EII, counterarguments are identified and refuted.</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 argument/opinion. 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 argument/opinion. 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>Argument/opinion is present and partially developed</b> An argument/opinion 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. For grades 8 through EII, counterarguments may be identified but are not refuted.</li><li>• <b>Organization is limited</b> A purposeful structure that includes an introduction and conclusion is present. An organizational structure may be apparent, but it may not be consistent and may not always support the logical development of the argument/opinion. 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 some text-based evidence to support the argument/opinion, but it may be insufficiently explained, and/or some evidence may be irrelevant to the argument/opinion. 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>

<b>1</b>	<ul style="list-style-type: none"><li>• <b>Argument/opinion is evident but not developed</b> An argument/opinion is present but not developed appropriately in response to the writing task. For grades 8 through EII, counterarguments are not identified.</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, 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>
<b>0</b>	<ul style="list-style-type: none"><li>• An argument/opinion 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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<b>Score Point</b>	<b>Conventions</b>
<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

Students should not be envolved in disiding how much money needs to be spent in school because they will put thinks that you don't need .

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

The writer states the claim that "Students should not be envolved in disiding how much money needs to be spent in school because they will put thinks that you don't need ." However, an organizational structure is not evident in the single-sentence response. In addition, no text-based evidence is provided. The expression of ideas is unclear due to vague word choice ("they will put thinks that you don't need"). 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, the response will also earn 0 points in the Conventions trait.

#### Response 2

I think students should participate in pb because they know what they need in the school and what they dont need.. In the article it says "we dont know what the students will come up with. Its a point of tension but thats part of the process."

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

The response provides the claim that "students should participate in pb because they know what they need in the school and what they dont need." However, the response lacks an introduction and a conclusion, and an organizational structure is not evident. The evidence provided ("we dont know what the students will come up with. Its a point of tension but thats part of the process") is irrelevant because it is weakly linked to the claim and does not support the opinion. Additionally, the expression of ideas is unclear because word choice is imprecise, and ideas are repetitive ("they know what they need in the school and what they dont need"). 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, the response will also earn 0 points in the Conventions trait.

## Score Point 1

### Response 1

Yes, I think they should because students should be able to help out in budgeting and how to spend it because, it gives them a learning prossess so when they get older they will unnderstand budgeting easier, also they could learn about team work and helping each other out on how to spend things and like it says in paragraph 6 "One participating student said the process made her feel that her "voice actually does count."

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

In this response, the claim that "students should be able to help out in budgeting and how to spend it because, it gives them a learning prossess so when they get older they will unnderstand budgeting easier" is present but not effectively developed. An organizational structure that supports logical development is not evident due in part to the introduction being limited to the claim and the absence of a conclusion. A direct quotation is provided as evidence, but it is not explained. As a result, the evidence is insufficient. The expression of ideas is ineffective due to vague word choice ("how to spend it," "they could learn," "how to spend things") that impacts the clarity of the essay. 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 includes errors in sentence construction, as the response is a single run-on sentence with multiple comma splices. In addition, there are some spelling errors ("prossess," "unnderstand"). These errors impact the clarity of the writing.

## **Response 2**

1. Students should be involved because , The school funds would be used on the school witch would be used on the kids that go to the school therefor they should have an opinion on what it should be used on for excample if there is a lot of students tht love volleyball and there is no after school avtivity tht prevides tht they could fund some mony into doing that some school's just fund in stuff that would benifit them and not in the school. Some theachers have to buy there students school supplys they were not previed with and instead of the school having the supplys for the students the teachers go out of there way and use there sallery money to buy supplys for ther classrooms when instead of using there school funds there stuck with using under-paid money they have . like they fund in stuff that would be usfull to they and not the kids and the workers at the school when they should be looking for the best for there students and not there selfs.
2. When they asked the students to provide stuff that they think should be used for the funds one of all many of the students said this"one participating student said the progress made her feel that her"voice actully does count"." witch basicly saying tht her voice only felt heard because of the program asking all the kids on what was there opinion on where the scholl funds should go to .

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

The writer includes the claim that "The school funds would be used on the school witch would be used on the kids that go to the school therefor they should have an opinion on what it should be used on," but it is not developed. No introduction or conclusion is provided, nor is there an organizational structure that supports logical development. Minimal text-based evidence is presented ("One participating student said the progress made her feel that her"voice actully does count".") with limited explanation ("witch basicly saying tht her voice only felt heard because of the program asking all the kids on what was there opinion on where the scholl funds should go to"). Expression of ideas is ineffective as phrasing interferes with the clarity of the message ("some school's just fund in stuff that would benifit them and not in the school"). Overall, the response reflects a limited understanding of the writing purpose.

### **Conventions: 0**

The response demonstrates little to no command of grade-level-appropriate conventions. Frequent errors in sentence construction include run-on sentences ("Some theachers have to buy there students school supplys they were not previed with and instead of the school having the supplys for the students the teachers go out of there way and use there sallery money to buy supplys for ther classrooms when instead of using there school funds there stuck with using under-paid money they have"). There are errors in punctuation ("Students should be invovled because , The school funds . . .") and grammar ("stuff that would be usfull to they"). In addition, spelling errors are frequent ("invovled," "witch," "usted," "avtivity tht prevides tht," "theachers," "sallery," "actully," "scholl"). The many errors impact the clarity of the writing and the reader's understanding of the writing.

## Score Point 2

### **Response 1**

I think that students should always be able to be involved through PB. This is because it can help in the long run, help make descisions that the students like and all make good descisions for the school. In the text it says the "People who particate in PB are 7% more likely to vote in future elections." This is an example of how PB can help in the long run.

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

The writer includes the claim that "students should always be able to be involved through PB," but it is not fully developed. A weak organizational structure is provided by an introduction limited to the claim and a brief conclusion ("This is an example of how PB can help in the long run"). The writer makes an attempt at logical development by listing benefits of participatory budgeting ("This is because it can help in the long run, help make descisions that the students like and all make good descisions for the school"). A direct quotation is presented as evidence ("People who particate in PB are 7% more likely to vote in future elections"), but it is insufficiently explained to develop the position. The writer's word choice is vague and repetitive ("in the long run," "good descisions") and impacts the strength and clarity of the message. Overall, the response reflects a limited understanding of the writing purpose.

### **Conventions: 1**

The writer demonstrates inconsistent command of grade-level-appropriate conventions. A few simple sentences are correctly constructed, but there are grammatical errors ("This is because it can help in the long run, help make descisions" and "that the students like and all make good descisions"). Also, there are errors in spelling ("descisions," "particate"). Despite several errors, the reader can understand the writer's thoughts.

## **Response 2**

i baleav that student shud be able to participat in school bugeting beacause, student can make a change to thing and can benifit the school and it can benifit the student.Eaven tho meny people bealeav this not to be true

children that partipat in shool voteing have a 7 times more chance of voting in the futuer as adults. The school bugeting can also help childern lern about how meny can be spent, because of this the community of children work to gether and collaborat to make ideas on what the mony can be used for. this alows children to bild team work skills cand helps them comunicate with other, that is a scill the might need in ther futuer ans thy become adults.

this can also befit the school in some ways.An example of this was when childer had to vote on how to use 2,000 dollers, in the end the votes benifted the school by giving them a greenhouse to proved fresh plants to the school. The votes most of the time benift the school by helping them in new ways.

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

This writer presents the claim that a “student shud be able to participat in school bugeting beacause, student can make a change to thing and can benifit the school and it can benifit the student,” but it is not fully developed. Also, the focus of the argument is not always easy to follow, because organization is limited by a lack of sentence-to-sentence connections and an organizational structure that does not always support logical development. Additionally, the response lacks a conclusion. The response includes some text-based evidence to support the argument (“children that partipat in shool voteing have a 7 times more chance of voting in the futuer as adults”; “this alows children to bild team work skills cand helps them comunicate”; “childer had to vote on how to use 2,000 dollers . . . the votes benifted the school by giving them a greenhouse to proved fresh plants to the school”), but it is insufficiently explained (“that is a scill the might need in ther futuer ans thy become adults”; “The votes most of the time benift the school by helping them in new ways”). The writer’s word choice is general and imprecise at times (“student can make a change to thing,” “befit the school in some ways,” “helping them in new ways”), weakening the message. Overall, the response reflects a partial understanding of the writing purpose.

### **Conventions: 0**

The writing demonstrates little to no command of grade-level-appropriate conventions. The response contains errors in sentence construction (“this alows children to bild team work skills cand helps them comunicate with other, that is a scill the might need in ther futuer ans thy become adults”), punctuation (missing a period at the end of paragraph 1), capitalization (the first word of a sentence sometimes lacks a capital letter), grammar, and spelling (“baleav,” “shud,” “participat,” “bugeting,” “childern,” “childer”). As a result, the many errors impact the clarity of the writing and the reader’s understanding of the writing.

## Score Point 3

### Response 1

Student should not be involved in deciding how money is spent in their schools. The reason is because most students are bad at money managing. Money managing is one of the most important things in money deciding. The school could go broke or make people mad if the money isn't well spent. You wouldn't want that happening.

The students might not be able to handle all of that pressure. It would be much smarter to let the school handle all of the money. Adults are also much smarter when it comes to budgeting or money managing. Adults have better decision making than kids.

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

The writer includes the claim that "Student should not be involved in deciding how money is spent in their schools . . . because most students are bad at money managing," but it is not developed effectively in response to the writing task. An organizational structure to support logical development is not evident. No text-based evidence is presented to support the claim. The explanation is limited to describing a contrast between students and adults ("most students are bad at money managing. . . . The school could go broke or make people mad if the money isn't well spent. . . . It would be much smarter to let the school handle all of the money. Adults are also much smarter when it comes to budgeting or money managing"). The expression of ideas is ineffective because the writer's word choice impedes the clarity of the essay ("Student should not," "students are bad," "make people mad," "Adults are also much smarter," "Adults have better"). The response reflects a limited understanding of the writing purpose.

### **Conventions: 2**

The writing demonstrates consistent command of grade-level-appropriate conventions. There are few spelling errors ("because," "pressure"), and "Student" should be plural in the first sentence. However, those errors do not impact the clarity of the writing.

## **Response 2**

Most schools would say no into letting their students help budgeting but in my opion they should say yes, In my opion my school should let use help budget the school because there is probaly a lot of changes to do around the school. In the article of 'A Differrent Approach to Budgeting' It shows how they let some of their students help budgeting around the school I know this because according to the artice it states "When PB is used by school districts, this inculdes students! Some are pleased to have students involded in the school budgeting process." It shows how they are letting the student be included into the budgeting process to help around the school and much more, So what will it be like if PB lets other student around the school from different cities help budgeting. Another reason why other schools worldwide should help budgeting because it shows how students come up with plans to earn the money I know this because according to the article it states " The Hechinger Report, a nonprofit independent news organization, describes the reults of one project in New York.Students were given \$2,000 to spend."

It shows how they were letting other kids make ideas to earn the money and coem up with plans. In this artice it shows multiple reasons why students should be able to help budgeting with the school.

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

The writer presents the claim that "my school should let use help budget the school because there is probaly a lot of changes to do around the school," which is partially developed. Focus on the topic is not always easy to follow due to limited organization. A purposeful structure that includes an introduction and a conclusion is present, but an inconsistent use of transitions ("I know this because," "So," "Another reason") sometimes impedes sentence-to-sentence connections. The response includes a few direct quotations to support the argument, but the evidence is not fully explained ("It shows how they are letting the student be included into the budgeting process to help around the school"; "It shows how they were letting other kids make ideas to earn the money and coem up with plans"). Additionally, the writer's expression of ideas is basic and repetitive ("Most schools would say no . . . they should say yes"; "they let some of their students help budgeting"; "they are letting the student be included into the budgeting"; "students come up with plans to earn the money"; "kids make ideas to earn the money and coem up with plans"), and word choice is sometimes imprecise ("probaly a lot of changes," "and much more" ). Overall, 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 errors that include comma splices and run-on sentences ("Most schools would say no into letting their students help budgeting but in my opion they should say yes, In my opion my school should let use help budget the school . . . "; "In the article of 'A Differrent Approach to Budgeting' It shows how they let some of their students help budgeting around the school I know this because . . ."). There are also grammatical errors ("In my opion my school should let use help budget the school because there is probaly a lot of changes to do around the school") and spelling errors ("opion," "probaly," "inluded," "reults," "coem"). The response has several errors, but the reader can understand the writer's thoughts.



### **Response 3**

should students be involved in deciding how money is spent in there school? In my opion yes students should have a vote or a choice on how money is spent on there school. The reson that i say yes is because in the artical it tells us that there is benfits when students make decsions on how to budget. Some of the benifits are is that they learn how to work toghter to make smart beneficial decesions. Anthor way that it benifits student is teaches the kids "about financail concepts such as creating a budget and managing money prepares students for adulthood". "DR. Carolina Johnson, an independt researcher, conducted a study for the participatory Budgeting project. she found that people who participate in PB are 7 percent more likly to vote in future elections." This is because since they are already learning how to work toghter and make responsible decsions younger in life, Since they are ready know how to make a resonsible budgeting choices there is a chance that they may be more suscefull then some other people who might just spend all there money at once instead of investing or atleast saving it so they can pay for things later and or vote for the right person or thing to change socity for the better and make life easier for everyone rather then choosing the wrong person and they mess up are socity and make stupid rules or spend a buch of money for no reseon just because of one bad choice. Another good resoen we should invole kids in are butgting procces or what we are adding to the school or comuntiy is because then they acutly have a say in what happens instead of just beging pushed to the side and not having a voice to change somthing even when we are told that we have a voice but yet if that area doesnt have PB program then we are just pused to the side and dont get a choice on what happens and we just have to watch the world get messed up and know that we have to live in it but we cant change what is going on because peple say oh they are just kids thay dont know what they are talking about but if you keep your mind open to the PB program then kids can actully feel like they have a choice in what is going onaround them and dont just have to watch and feel left out. this is why when you say yes pr keep your mind open to the PB program kids get to be more enged in what is going on around them,

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

The writer presents the claim that students should be involved in deciding how money is spent in their schools and communities through participatory budgeting ("In my opion yes students should have a vote or a choice on how money is spent on there school"). Focus is consistent throughout, creating a response that is unified. A purposeful structure that includes an effective introduction and conclusion is evident. Transitional words and phrases promote progression and sentence-to-sentence connections ("The reson that i say yes," "Anthor way that it benifits student is," "This is because," "Another good resoen"). The response includes relevant text-based evidence ("about financail concepts such as creating a budget and managing money prepares students for adulthood"; "DR. Carolina Johnson, an independt researcher, conducted a study for the participatory Budgeting project. she found that people who participate in PB are 7 percent more likly to vote in future elections") that is clearly explained and consistently supports and develops the claim ("This is because since they are already learning how to work toghter and make responsible decsions younger in life, Since they are ready know how to make a resonsible budgeting choices there is a chance that they may be more suscefull then some other people who might just spend all there money at once instead of investing or atleast saving it"). Expression of ideas is clear and effective. The response reflects a thorough understanding of the writing purpose.

**Conventions: 0**

The writing demonstrates little to no command of grade-level-appropriate conventions. The response contains numerous run-on sentences, (“having a voice to change something even when we are told that we have a voice but yet if that area doesnt have PB program then we are just pused to the side and dont get a choice on what happens and we just have to watch the world get messed up and know that we have to live in it but we cant change what is going on because peple say oh they are just kids”), punctuation errors (a comma instead of a period at the end of the last sentence; capitalization errors (“should [Should],” “she [She],” “Since [since]”) and frequent spelling errors throughout the response (“there [their],” “reson [reason],” “togther [together],” “invole [involve],” “actully [actually],” “enged [engaged]”). There are also grammatical errors (“Some of the benifits are is that they learn . . .”). Overall, the response has many errors, and these errors impact the clarity of the writing and the reader’s understanding of the writing.

## Score Point 4

### Response 1

Students should be able to decide how money is spent in their schools or communitiy through participatory budgeting because they will be more collaborative and will be ready for their future.

First of all, when students use participatory budgting they can be more collaborative. This is shown in paragraph 4 of the article "A Different Approach to Budgeting", it says that "participants actively engaged in discussions and decision-making and worked collaboratively with other community members". Because they are able to pracitce these skills more often they will be better at using them.

In addition to helping collaborative skills, participatory budgeting also helps stuents be prepared for their future. An example of this is Carolina Johnson, an independent researcher that found that people who participated in participatory budgeting are 7 percent more likely to vote in future elections.

In the end, participatory budgeting will help students with collaboratory skills and also with being prepare for their future.

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

The writer presents the claim that students should be involved in deciding how money is spent in their schools and communities through participatory budgeting ("because they will be more collaborative and will be ready for their future"), and this idea is partially developed in the response. A purposeful structure that includes an introduction and a conclusion and uses transitions ("First of all," "Because," "In addition," "also," "An example of this," "In the end") to connect ideas is evident. The cause-effect structure demonstrates how participatory budgeting can support the building of collaborative skills and help students be prepared for the future. However, supportive text-based evidence ("participants actively engaged in discussions and decision-making and worked collaboratively with other community members"; "An example of this is Carolina Johnson, an independent researcher that found that people who participated in participatory budgeting are 7 percent more likely to vote in future elections") is limited by insufficient explanation ("Because they are able to pracitce these skills more often they will be better at using them"). Expression of ideas is basic because word choice is repetitive at times ("more collaborative," "collaborative skills," "collaboratory skills," "ready for their future," "prepared for their future"). As a result, the response reflects partial understanding of the writing purpose.

**Conventions: 2**

The writer demonstrates consistent command of grade-level-appropriate conventions. Despite some missing commas (“Because they . . . praticce these skills more often they will be better at using them”; “First of all, when students use participatory budgting they can be more collaborative”), commas are consistently used correctly after introductory phrases (“In addition to helping collaborative skills, participatory budgeting also helps stuentns be prepared for their future”). The response has a few errors, but those errors do not impact the clarity of the writing.

## **Response 2**

*Should students be involved in deciding how money is spent in their schools or communities through participatory budgeting. Of course students should be involved in participatory budgeting because of civic learning opportunities, an experience of democracy, and learning financial concepts.*

*To start off, participatory budgeting gives civic learning opportunities. Debating and voting on an idea teaches students to be a part of society and address problems. It was found that students "worked collaboratively with other community members". Also PB participants "Learn that their decisions have the power to affect their lives and those of future generations". This produces adults who will participate in society.*

Additionally, Participatory budgeting lets students experience democracy. PB lets student be a part of the voting process and prepares them for adulthood. She found that "people who participate in PB are 7 percent more likely to vote in future elections". PB in the long term will produce more vote who share their voice.

Finally, participatory budgeting can present learning opportunities. Students learn about managing money and prepares them for adulthood. "Students were given \$2,000 to spend. They pitch ideas and went with the one that helped the whole community a greenhouse garden. It helps students feel like they actually have a voice.

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

The writer presents the clearly identifiable argument that "students should be involved in participatory budgeting." A purposeful structure is evident, with an effective introduction that includes the ideas to support the argument ("civic learning opportunities, an experience of democracy, and learning financial concepts"). Although a conclusion is not evident, each paragraph ends with a brief concluding statement to add closure to the topics. The organizational structure is appropriate and effectively supports the development of the argument by using transitional words and phrases ("To start off," "Also," "Additionally," "Finally") to describe the supporting ideas in the order they are presented in the selection. Specific, well-chosen text-based evidence is clearly explained ("Debating and voting on an idea teaches students to be a part of society and address problems. It was found that students 'worked collaboratively with other community members'. Also PB participants 'Learn that their decisions have the power to affect their lives and those of future generations'. This produces adults who will participate in society") and similarly developed in each paragraph to strengthen the argument. The writer's word choice is purposeful, and sentences are effectively crafted to provide clarity to the overall message ("This produces adults who will participate in society"; "PB in the long term will produce more vote who share their voice"; "It helps students feel like they actually have a voice"). As a result, the response reflects a thorough understanding of the writing purpose.

**Conventions: 1**

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. Errors in punctuation, grammar, and spelling (“*invloed*,” “*decidenig*,” “*coommunitis*,” “*experienice*,” “*soceity*”) are evident. There are missing commas to separate some introductory phrases (“*Of course students*”; “*Also PB participants*”) and clauses (“PB in the long term will produce more vote”), and a period is used where a question mark is appropriate (“*Should students be invloed in . . . budgeting*”). Also, there are errors in verb usage (“more vote who share” and “They pitch ideas and went”) and incorrect article usage (“*a idea*”). The response has several errors, but the reader can understand the writer’s thoughts.

## Score Point 5

### Response 1

I believe students should be involved in how a school's money is spent. Participatory budgeting can make students feel that their voices have been heard, provide them with long-standing life skills, and make them feel as if they're an important part of their community by letting them help out. The following are reasons why schools should take up participatory budgeting.

One reason that I think schools should take up participatory budgeting is because studies have shown that students involved in PB have felt that their voices were being heard by their community. "One participating student said the process made her feel that her 'voice actually does count.'" Students can come up with ideas to improve their school, and then other students can vote on the ideas to see which one should be carried out and funded. It's good for all students to feel some sort of responsibility over their school.

Another reason that I think schools should take up participatory budgeting is because students who partake in PB are provided with many great benefits that can last and help them even when they're adults. "Debating ideas and voting on them offer civic learning opportunities and the chance to work together to address shared problems." A study by The Community Development Project found that students, "actively engaged in discussions and decision-making and worked collaboratively with other community members." PB can mimick the real life experience of voting in a democracy. Studies have also found that students who participate in PB are 7 percent more likely to vote in future elections.

My final reason that I think schools should take up participatory budgeting is because students can feel that they're an important part of their community when they participate in PB. When students participate in PB, they often work together and have discussions with other kids. This is something that can make you feel as if you're a part of a community. Students also feel a sort of social responsibility in their school. If they feel that they have an important role in taking care of a school, then they may have a newfound respect not only for themselves, but also a respect for the school and other members of the school's community.

In short, I think schools should take up PB because it can be great for students developmentally. It can make students feel that they're being shown respect and that their voices are heard, can provide them with long-lasting life skills that are important for human development, and can make them feel that they're important in their own school. These are the reasons why I think schools should take up PB.

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

The writer presents the clearly identifiable argument that “students should be involved in how a school’s money is spent” using participatory budgeting and lists relevant ideas to support the argument (“Participatory budgeting can make students feel that their voices have been heard, provide them with long-standing life skills, and make them feel as if they’re an important part of their community by letting them help out”), making for an effective introduction. An effective conclusion summarizes all the supporting ideas the writer used to develop the argument. The organizational structure is appropriate and effective, as the writer describes the reasons to support the argument along with relevant text-based evidence that is clearly explained (“One participating student said the process made her feel that her ‘voice actually does count’ ”; “Debating ideas and voting on them offer civic learning opportunities and the chance to work together to address shared problems”; “A study . . . found that students, ‘actively engaged in discussions and decision-making and worked collaboratively with other community members’ ”; “PB can mimick the real life experiene of voting in a democracy”; “students who participate in PB are 7 percent more likely to vote in future elections”; “When students participate in PB, they often work together and have discussions with other kids. This is something that can make you feel as if you’re a part of a community”; “If they feel that they have an important role in taking care of a school, then they may have a newfound respect not only for themselves, but also a respect for the school and . . . community”). Additionally, despite some repetition of ideas and phrases, nearly all sentences are crafted to convey the writer’s ideas and contribute to the overall clarity of the message, resulting in the expression of ideas that are clear and effective. Overall, this response reflects a thorough understanding of the writing purpose.

### **Conventions: 2**

The writer demonstrates consistent command of grade-level-appropriate conventions. Sentence construction, punctuation, capitalization, and spelling are consistent throughout the response. The response has few errors, and these errors do not impact the clarity of the writing.



**Response 2**

Would you trust a child with a large quantity of money to spend on whatever they desire? Schools and communities around the world are beginning to use participatory budgetting to involve students in budget decisions. Students should be involved in deciding how much money is spent in their schools or communities through participatory budgetting because it helps students participate in democracy, it builds self-confidence, and it teaches students money management.

Students are being held responsible for making large descions in their community. This may sound irresponsible, but this process known as participatory budgetting or PB is teaching students real life democracy. When a school uses PB, students first need to vote for their peers to be apart of the comitee. This is similar to adult hood when adults vote for governors or presidents. Students who experience PB are "7 percent more likley to vote in future elections" (paragraph 5). Children being introduced to voting methods is beneficial to the future community because it helps them prepare for real life voting.

Participatroy budgetting is inclusive to studets who usually don't get a say in what their school and community does. Students participating in PB are activley contributing to a large desicion that they will decide if it's benficial or not though their own opinions. Students that have been a part of PB claim that they felt their "voice actually does count" (paragraph 6). When children are included in activities it boots self confidence and helps them feel included.

Children who participate in participatory budgetting are taught valuable money management skills. PB teaches students how to create a budget and how to wisley spend money. Students are given a difficult choice in how to benefit their communitie and a certain amount of money. This helps students learn how money works in adulthood. One example is students from arizona who had to spend \$250,000 in the span of three years to benefit tehir school. Students experience difficulties along the way which help them learn from mistakes. When students are taught how to properlyly manage money it is beneficial to them when they are adults.

In conclusion, students should be allowed to participate in participatory budgetting because it teaches democracy, it is inclusive and boosts self confidence, and they are taught how to manage money. Students who are involved in PB get long term benefits. These benefits can later help the comunity even more when they grow to be adults.

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

The writer presents the clear claim that “Students should be involved in deciding how much money is spent in their schools or communities through participatory budgetting.” An effective introduction lists the supporting ideas of the argument (“because it helps students participate in democracy, it builds self-confidence, and it teaches students money management”). The writer also includes a strong conclusion that clearly restates the supporting ideas of the argument. The cause-effect organizational structure is appropriate and effective as it supports the development of the argument. Additionally, the writer includes meaningful paragraph-to-paragraph transitions (“Students are being held responsible,” “because it helps them prepare for real life voting,” “Participatory budgetting is inclusive to students,” “When children are included . . . it boosts self confidence”; “Children who participate in participatory budgetting are taught,” “When students are taught . . . it is beneficial to them when they are adults,” “In conclusion”) and sentence-to-sentence connections (“Students should be involved . . . because,” “This may sound irresponsible, but,” “When a school uses PB,” “This is similar to adult hood,” “PB teaches,” “This helps students learn”) to provide logical development that unifies the argument. The writer includes relevant text-based evidence (“Students who experience PB are 7 percent more likely to vote in future elections”; “Students that have been a part of PB claim that they felt their “voice actually does count”; “One example is students from Arizona who had to spend \$250,000 in the span of three years to benefit their school”) that is clearly explained and consistently supports how student involvement in PB benefits the community as the students become self-confident adults who participate in society and know how to manage money. The expression of ideas is clear because the writer’s word choice is specific and purposeful (“trust,” “desire,” “democracy,” “money management,” “held responsible,” “peers,” “governors or presidents,” “valuable,” “wisely,” “boosts self confidence”), and sentences are effectively crafted to convey a clear message. Overall, the response reflects a thorough understanding of the writing purpose.

### **Conventions: 2**

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

### **Condition Code: Off Topic**

During the scoring process, the Automatic 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**

budgeting is a good thing ,why?because it keeps you from going broke.honestly you could build a good 401k if you try.all of that just off of budgeting

#### **Response 2**

base on this book we know that if your a smart person you could manage your money and safe up a lot and huy things you want for your self and family and buy house or car

if you start saving up its not too late to start saving money and be rich at some point you could be a millioner and be soooo rich and famouse and be like bill gates and elon musk and other rich people in the hole world.

other reason to save up is because if you owe bank money and need to pay back a big lone you took out and buy your own how at some point in your life

to summariez my reasonings to save up are to have a great lide and had a lot of money so you arent in the streets and living under briges and its not to late to save up !!

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

### **Why We Need Solo Sports**

- 1 Cornelius “Cork” Kelly has lived a long, full life—enviably so. His teaching career spanned 20 years. He writes and publishes poetry and has competed in the state and national Senior Games as a swimmer. Kelly, now in his 80s, is healthy, happy, and still active.
- 2 What is the secret to such a long, healthy life? Part of the answer may lie in one detail above: swimming. Fitness is a great predictor of longevity, and now research is showing that individual sports such as swimming and running are some of the best ways to stay fit and live long. People interested in a long life would be smart to follow Kelly’s example and pick up a solo sport or two to see them through a lifetime of fitness.
- 3 The benefits of team sports have long been touted. Sports such as soccer, field hockey, and basketball can teach kids how to work with others. They can help kids develop good sports conduct. But it is often difficult to continue playing on a team once a person graduates from high school or college. Most kids drop out of organized sports even sooner than that. The National Alliance for Youth Sports did a poll in 2016 and found that 70 percent of kids in the United States dropped out of organized sports by the age of 13. In 2019, Utah State University did a similar poll, which found that the average child quit by age 11.
- 4 Clearly, team sports won’t deliver a lifetime of health for most people.
- 5 But picking up an individual sport and pursuing it for life is an option for just about everyone. Running, for example, requires very little equipment and can easily fit into someone’s busy schedule with little modification—yet the payoff is huge. Researchers have found that runners live about three years longer than non-runners. And people didn’t have to run marathons or change their lives to enjoy this benefit. It was observed even in runners who ran just five to ten minutes a day.
- 6 An even greater benefit has been observed in swimming. In Denmark, the Copenhagen City Heart Study followed 8,577 participants for up to 25 years. The researchers found that swimmers lived nearly four years longer than people who were inactive. Swimmers were also more likely to meet general physical activity guidelines and could participate in their sport longer since it is low impact. When a sport is low impact, it does not strain the body as much as other exercises such as running and walking.
- 7 Cycling, hiking, and skateboarding are other individual sports that are great for staying active. But the benefits of individual sports go beyond physical fitness. Exercise from solo sports boosts feel-good brain chemicals, known as endorphins, that regulate mood. There is a social element to solo sports as well. Chatting in the swim lanes at the public pool or meeting up with friends at the skate park creates opportunities for social interaction. Scientists are studying the effect social contact has on a variety of cognitive and mood problems. And any solo sport can offer these benefits. According to the American Heart Association, being more active in general helps a person sleep better, think better, and feel a greater sense of well-being.

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- 8      And when it comes to certain aspects of mental development, individual sports can't be beat. People pursuing solo sports can't rely on teammates; they must learn to solve problems independently. They must also learn how to set goals for themselves. Individual sports are a great path for any child or adult hoping to learn more self-reliance.
- 9      A lot of schools that traditionally focused on team sports are recognizing the value of getting kids excited about individual sports. Some schools are even offering classes in hip-hop dance, kickboxing, and even Dance Dance Revolution—maybe the world's healthiest video game. The hope is that students will find activities they love enough to pursue for life.
- 10     There is a wide enough array of individual sports for just about everyone to find fun ways to stay active. And maybe fun is the biggest key. The kids dropping out of organized sports are doing so in large part because it isn't fun for them anymore. But Kelly loves swimming enough that he is still doing it today. He clearly picked a sport that serves him well.

*Third party trademark Dance Dance Revolution® was used in these testing materials.*

## Grade 7 Reading Short Constructed Response

### Prompt

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

What is the author’s main message in the selection? Support your answer with evidence from the selection.

### Item-Specific Rubric

#### Score: 2

Exemplar:

A complete response may include, but is not limited to, one of the following responses about what the author’s main message in the selection is.

- Individual sports may be a better way for people to stay active than team sports.
- People who want to live long, healthy lives should make individual sports part of their routine.

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:

- *Fitness is a great predictor of longevity, and now research is showing that individual sports such as swimming and running are some of the best ways to stay fit and live long.* (paragraph 2)
- *But picking up an individual sport and pursuing it for life is an option for just about everyone.* (paragraph 5)

Evidence is accurately used to support the response.

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

#### Score: 1

Partial Credit

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 what the author’s main message in the selection is.

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**Score: 0**

No Credit

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

## Sample Student Responses

### Score Point 0

#### **Response 1**

The main idea is to keep doing and trying what you love no matter how old or young you are.

This response does not answer the question about what the author’s main message is in the selection. In addition, the writer does not provide supporting evidence from the selection.

#### **Response 2**

The authers maine message is to stay in shape and maybe fun for 10 to 15 minuts a day

This response does not answer the question about what the author’s main message is in the selection. Although the passage refers to staying in shape, the focus of the selection is on the benefits of solo sports rather than simply maintaining good conditioning. In addition, the writer does not provide relevant supporting evidence from the selection.

#### **Response 3**

It’s telling us why we need solo sports maybe

The writer provides an answer that does not clearly identify the author’s main message in the selection. The response simply restates the title of the selection. In addition, the writer does not provide supporting evidence from the selection.

#### **Response 4**

picking a sport thats serves you well, also to find something that well keep you active.

This response does not answer the question about what the author’s main message is in the selection. While flexibility and choice are mentioned in the selection, the overall focus of the selection is on the benefits of individual sports. In addition, the writer does not provide supporting evidence from the selection.



## Score Point 1

### **Response 1**

I think the main message of the selection is that doing an individual sport, offers benefits not included in team sports, and can do you a lot of good. (paragraph 8 & 7)

The writer provides a partial response that indicates there are benefits to individual sports over team sports. However, the writer does not provide supporting relevant evidence from the selection.

### **Response 2**

The main idea is that we need to solo sports and that running and swimming are the best heathy sport and it can even make us live longer by just running each day for 10 mins.

In this partial response, the writer provides a correct answer (“we need to solo sports and that running and swimming are the best heathy sport and it can even make us live longer by just running each day for 10 mins”). The writer includes a brief reference to the selection (“just running each day for 10 mins”); however, this reference does not include enough evidence from the selection to sufficiently support the answer.

### **Response 3**

The author’s main message in the selection is that solo/individual sports are needed for a longer and healthier life and they are better for mental health.

The writer provides a partial response (“solo/individual sports are needed for a longer and healthier life and they are better for mental health”). However, no supporting evidence from the selection is provided.

### **Response 4**

In this article the main message there are many differnt ways to live a long health life . In the passage it was saying how solo activites are better to do to live a better health long life . The passage talked about how doing differnt activties helped with your mental health and your brain . This is what I think to main message was .

The writer identifies the author’s main message (“it was saying how solo activites are better to do to live a better health long life . . . doing differnt activties helped with your mental health and your brain”). However, relevant text evidence from the selection is not provided.

## Score Point 2

### **Response 1**

The main message of the selection is to try exercises like swimming and jogging helps you stay fit, and how solo sports are better than team sports, yes team sports teaches to work with others but most kids that do play team sports stop playing at the age of 13, team sports won't deliver a lifetime health for most people, research shows that solo sports are better than team sports because they help you live longer and stay fit.

In this complete response, the writer presents an acceptable main message ("try exercises like swimming and jogging helps you stay fit, and how solo sports are better than team sports"). The writer supports the response with relevant paraphrased text ("team sports teaches to work with others but most kids that do play team sports stop playing at the age of 13") and direct text evidence ("team sports won't deliver a lifetime health for most people").

### **Response 2**

The author's main message in this selection is that individual sports help with health. Evidence to support this is in paragraph 2 where it says, "now research is showing that individual sports such as swimming and running are some of the best ways to stay fit and live long." This means that swimming, running, and other individual sports can help people live, longer healthier lives. In conclusion, the author's main message is individual sports help to live a longer healthier live.

The writer provides a complete response that includes the author's main message ("is that individual sports help with health") and accurate evidence from the selection to support the answer ("now research is showing that individual sports such as swimming and running are some of the best ways to stay fit and live long").

### **Response 3**

The author's main message in the text is if you want to live a healthy and long life then you should do an individual sport. In paragraph 7, it says being more active in general helps a person sleep better, think better, and feel a greater sense of well-being.

The writer identifies the author's main message ("if you want to live a healthy and long life then you should do an individual sport"). Relevant text evidence is included to support the answer ("being more active in general helps a person sleep better, think better, and feel a greater sense of well-being").

**Response 4**

The author's main message in the selection is that the way to live a more long and healthy life is to pursue an individual sport that you enjoy for life and not to do team sports. in the selection it states in paragraph 3 "Most kids drop out of oranized sports even sooner than when they graduate hih school or collage." the selection also states in paragraph 7 "Exercise from solo sports boots feel-good brain chemicals, known as endorphins, that regulate mood." and so as it says in both of the sentences that it is better to be in a solo sport rather than being in a team sport.

The writer clearly states the author's main message by contrasting solo sports with team sports ("the way to live a more long and healthy life is to pursue an individual sport that you enjoy for life"). Relevant text evidence from the selection is used to support the response ("Most kids drop out of oranized sports even sooner than when they graduate hih school or collage" and "Exercise from solo sports boots feel-good brain chemicals, known as endorphins, that regulate mood"). Errors in spelling ("oranized," "hih school or collage") do not detract from the writer's overall performance.

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# **Grade 7 Writing Short Constructed Response**

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## Grade 7 Writing Short Constructed Response

**Passage:** "Author J. Frank Dobie: Preserving the Lore of Texas"

**Original Paragraph:**

(21) Dobie's first book was published in 1929. (22) *The Vaquero of the Brush Country* described the experiences of a real vaquero. (23) His second book shared the tales of those who had sought gold and other fabulous treasures, *Coronado's Children*. (24) Many books followed, and Dobie became a famous figure. (25) People started to think of him as a spokesperson for Texas.

### Prompt

Sentence 23 needs to be revised. In the space provided, rewrite sentence 23 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**

His second book shared the tales of those who had sought gold and other fabulous treasures ,“Coronado’s Children.”.

The response does not express the ideas in a clear and effective way. This response simply repeats the original text with the addition of quotation marks around the book’s title, which does not complete the revision task.

#### **Response 2**

J. Frank Dobie second book shared the tales of those who had sought gold and other fabulous treasures.

This response does not express the ideas in a clear and effective way. The revision does not include the title of the book (*Coronado’s Children*). To receive full credit, the rewritten sentence must include all important information from sentence 23.

#### **Response 3**

In his second book, it shared the tales of those who had sought out gold, and other marvelous treasures such as Coronado’s Children.

In this response, the writer attempts to revise the sentence by including the phrase “such as” between “treasures” and “Coronado’s Children.” However, “Coronado’s Children” incorrectly describes “treasures” instead of “his second book.” Therefore, this response does not express the ideas in a clear and effective way.

#### **Response 4**

his second book *Coronados Children* was a tale of merchens and tresher.

This response omits too much information and so does not provide a successful revision of sentence 23. The response is truncated so that it changes the meaning of the original sentence, and it lacks the idea about who had sought the treasure. Overall, this response does not express the ideas in a clear and effective way.

## Score Point 1

### **Response 1**

The second book he wrote had tales of those who sought gold and other treasures in it, and the book was called Coronado's Children.

This response provides a successful revision of sentence 23. The response uses the conjunction "and" to successfully combine the ideas in the independent clauses in a clear and effective way. The writer does not include the word "fabulous" in the revised sentence; however, this is acceptable because it does not substantially alter the meaning of "treasures." Therefore, this response expresses the ideas in a clear and effective way.

### **Response 2**

Dobie shared the tales of those who had sought out gold and other fabulous treasures in his second book, Coronado's Children.

This response illustrates a clear and effective revision of sentence 23. This response moves "his second book" from the beginning of the sentence to a position near the end in a way that clearly connects to the book's title and conveys a concise meaning. Therefore, this response expresses the ideas in a clear and effective way.

### **Response 3**

Dobie had written a second book, named *Coronado's Children*. This book shared stories of the people who had searched for gold and other treasures.

This response expresses ideas in a clear and effective way. The writer creates two sentences that accurately include all the key ideas from the original sentence. Note that nothing in the prompt precludes a student response in the form of two independent sentences.

### **Response 4**

His second book, *Cornonado's Children*, shared the tales of those who had sought gold and other fabulous treasures.

This response offers a clear and effective revision of sentence 23. The writer places the book's title after "His second book." This revision has the title accurately placed to describe his second book ("His second book, *Cornonado's Children*"). Note that introduced editing errors such as misspellings ("*Cornonado's*") are acceptable and do not affect the scoring of this revision task. Therefore, this response expresses the ideas in a clear and effective way.