



English I

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®) constructed-response scoring guide provides student exemplars at all score points for extended constructed-response and short constructed-response prompts from the STAAR English I 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.

**English I Reading
Passage with Extended
Constructed Response and
Short Constructed Response**

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

Mr. Roger Mifflin lives in a horse-drawn wagon, or van, that he has named Parnassus. He travels the countryside selling books, but he is ready to settle down now and hopes to sell the van and all its contents to Andrew McGill. He stops by the McGill property to speak to Andrew, but Helen, Andrew's sister, talks to Mr. Mifflin first.

from Parnassus on Wheels

by Christopher Morley

- 1 I must admit that Mr. Roger Mifflin had fixed up his van mighty comfortably inside. The body of the wagon was built out on each side over the wheels, which gave it an unwieldy appearance but made extra room for the bookshelves. This left an inside space about five feet wide and nine long. On one side he had a little oil stove, a flap table, and a cozy-looking bunk above which was built a kind of chest of drawers—to hold clothes and such things, I suppose; on the other side more bookshelves, a small table, and a little wicker easy chair. Every possible inch of space seemed to be made useful in some way, for a shelf or a hook or a hanging cupboard or something. Above the stove was a neat little row of pots and dishes and cooking usefuls.¹ The raised skylight made it just possible to stand upright in the center aisle of the van; and a little sliding window opened onto the driver's seat in front. Altogether it was a very neat affair. The windows in front and back were curtained and a pot of geraniums stood on a diminutive shelf. I was amused to see a sandy Irish terrier curled up on a bright Mexican blanket in the bunk.
- 2 "Miss McGill," he said, "I couldn't sell Parnassus for less than four hundred. I've put twice that much into her, one time and another. She's built clean and solid all through, and there's everything a man would need from blankets to bouillon cubes. The whole thing's yours for \$400—including dog, cook stove, and everything—jib, boom, and spanker. There's a tent in a sling underneath, and an ice box (he pulled up a little trapdoor under the bunk) and a tank of coal oil and what all. She's as good as a yacht; but I'm tired of her. If you're so afraid of your brother taking a fancy to her, why don't you buy her yourself and go off on a lark? Make *him* stay home and mind the farm! . . . Tell you what I'll do. I'll start you on the road myself, come with you the first day and show you how it's worked. You could have the time of your life in this thing, and give yourself a fine vacation. It would give your brother a good surprise, too. Why not?"
- 3 I don't know whether it was the neatness of his absurd little van, or the madness of the whole proposition, or just the desire to have an adventure of my own and play a trick on Andrew, but anyway, some extraordinary impulse seized me and I roared with laughter.
- 4 "Right!" I said. "I'll do it."
- 5 I, Helen McGill, in the thirty-ninth year of my age!

* * *

¹"Usefuls" is another word for utensils.

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- 6 “Well,” I thought, “if I’m in for an adventure I may as well be spry about it. Andrew’ll be home by half-past twelve and if I’m going to give him the slip I’d better get a start. I suppose he’ll think I’m crazy! He’ll follow me, I guess. Well, he just shan’t catch me, that’s all!” A kind of anger came over me to think that I’d been living on that farm for nearly fifteen years—yes, sir, ever since I was twenty-five—and hardly ever been away except for that trip to Boston once a year to go shopping with cousin Edie. I’m a homekeeping soul, I guess, and I love my kitchen and my preserve cupboard and my linen closet as well as grandmother ever did, but something in that blue October air and that crazy little red-bearded man just tickled me.
- 7 “Look here, Mr. Parnassus,” I said, “I guess I’m an old fool but I just believe I’ll do that. You hitch up your horse and van and I’ll go pack some clothes and write you a check. It’ll do Andrew all the good in the world to have me skip. I’ll get a chance to read a few books, too. It’ll be as good as going to college!” And I untied my apron and ran for the house. The little man stood leaning against a corner of the van as if he were stupefied. I dare say he was.
- 8 I ran into the house through the front door, and it struck me as comical to see a copy of one of Andrew’s magazines lying on the living-room table with “The Revolt of Womanhood” printed across it in red letters. “Here goes for the revolt of Helen McGill,” I thought. I sat down at Andrew’s desk, pushed aside a pad of notes he had been jotting down about “the magic of autumn,” and scrawled a few lines:
- 9 DEAR ANDREW,
Don’t be thinking I’m crazy. I’ve gone off for an adventure. It just came over me that you’ve had all the adventures while I’ve been at home baking bread. Don’t worry. I’m going off for a little while—a month, maybe—to see some of this happiness and hayseed of yours. It’s what the magazines call the revolt of womanhood. Warm underwear in the cedar chest in the spare room when you need it. With love, HELEN.

From PARNASSUS ON WHEELS by Christopher Morley—Public Domain

English I Reading Extended Constructed Response

Prompt

Read the excerpt from *Parnassus on Wheels*. Based on the information in the excerpt, write a response to the following:

Identify and explain the significance of the revelation Miss McGill has from her dealings with Mr. Mifflin.

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

Remember to —

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

Manage your time carefully so that you can —

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

Write your response in the box provided.

English I Reading Passage with Extended Constructed Response

Informational Writing Rubric

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

<p>1</p>	<ul style="list-style-type: none"> • Controlling idea/Thesis is evident but not developed A controlling idea/thesis is present but not developed appropriately in response to the writing task. • Organization is minimal and/or weak An introduction or conclusion may be present. An organizational structure that supports logical development is not always evident or is not appropriate to the task. • Evidence is insufficient and/or mostly irrelevant Little text-based evidence is presented to support the 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. • Expression of ideas is ineffective The writer’s word choice is vague or limited and may impede the quality and clarity of the essay. Sentences and phrases are often ineffective, interfere with the writer’s intended meaning, and impact the strength and clarity of the message.
<p>0</p>	<ul style="list-style-type: none"> • A controlling idea/thesis may be evident. • The response lacks an introduction and conclusion. An organizational structure is not evident. • Evidence is not provided or is irrelevant. The response reflects a lack of understanding of the writing purpose. • The expression of ideas is unclear and/or incoherent. <p><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></p>
Score Point	Conventions
<p>2</p>	<p>Student writing demonstrates consistent command of grade-level-appropriate conventions, including correct:</p> <ul style="list-style-type: none"> • sentence construction • punctuation • capitalization • grammar • spelling <p>The response has few errors, but those errors do not impact the clarity of the writing.</p>

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1	<p>Student writing demonstrates inconsistent command of grade-level-appropriate conventions, including limited use of correct:</p> <ul style="list-style-type: none">• sentence construction• punctuation• capitalization• grammar• spelling <p>The response has several errors, but the reader can understand the writer’s thoughts.</p>
0	<p>Student writing demonstrates little to no command of grade-level-appropriate conventions, including infrequent use of or no evidence of correct:</p> <ul style="list-style-type: none">• sentence construction• punctuation• capitalization• grammar• spelling <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

Mr. Mifflin inspired Miss McGill to go against the expectstions of womanhood. The first thing that got her was him convincing her to buy the van, he said things like "mighty comfortably inside" and "cozy looking bunk". The van made McGill consider taking a trip and so she did.

Organization and Development of Ideas: 0

This response begins with the thesis that "Mr. Mifflin inspired Miss McGill to go against the expectstions of womanhood." The first sentence also acts as an introduction, and the last sentence ("The van made McGill consider taking a trip and so she did") is the conclusion, though both are minimal. However, the evidence used is irrelevant because the information from the text was randomly selected and does not match the thesis ("he said things like 'mighty comfortably inside' and 'cozy looking bunk' "). The response reflects a lack of understanding of the writing purpose.

Conventions: 0

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

Response 2

The significance of the revolution of Miss McGill has from her dealings with Mr. Mifflin is to emphasize that he is very different in the aspect of thinking compared to Helen. Which develops the idea that he thinks out of the box and wants the best for Helen even though the van is beloved by him. This is shown when Helen takes an adventure into his van and discovers something very telling about him, "Pushed aside a pas of notes he had been jotting down about "the magic of autumn," and scrawled a few lines." (Paragraph 8) In the letter that Helen wrote to Andrew they expressed that she wants the best for him and happiness as well. Even though the van with all of what he cared about was going to a new owner and it was no longer going to be him taking the long trips in it.

Throughout the story Helen is struck by how much the van is because it could possibly be worth more than what he is selling it for considering that a whole life of memories is connected to that one transportation. While she was visiting inside the van it revealed Mr. Mifflin's character and showed how he wants the best for others even if it means giving up all of his livelyhood. Which means that either he wants to start over with his life or wants Helen to experieance what he did when he was able to. Helen lives on the Farm with her brother and would take him on the adventures or journeys too. The significance of the revolution of Miss McGill has from her dealings with Mr. Mifflin is to emphasize that he is very different in the aspect of thinking compared to Helen.

Organization and Development of Ideas: 0

In this response, the writer provides a vague thesis ("The significance of the revolution of Miss McGill has from her dealings with Mr. Mifflin is to emphasize that he is very different in the aspect of thinking compared to Helen"). There is a weak introduction consisting of only the thesis, and there is a conclusion that exactly repeats the thesis. The response lacks a clear organizational structure. The evidence provided is irrelevant ("Pushed aside a pas of notes he had been jotting down about 'the magic of autumn,' and scrawled a few lines"). The expression of ideas is unclear in its connection to the thesis ("While she was visiting inside the van it revealed Mr. Mifflin's character and showed how he wants the best for others"). This response reflects a lack of understanding of the writing purpose.

Conventions: 0

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

Score Point 1

Response 1

Well for starters mr.mifflin and miss mcgill have no related bond but from what of read he is the one trying to sell the van or giving up his van and persuemly he's the dealer and he was the one who was persuing miss mcgill to get the van and try traveling or have a vacation and get out of her everyday life routine also ` to give a good surprise to her brother ` even tho miss mcgill is a little skeptical because shes never really done traveling like her brother apart from that one time she took a trip to ` boston a year ago with her cousin edie ` but apart from that shes been stuck at the farm for fifteen years ever since she was twenty-five and when talking to this to mr.mifflin a rage of anger came washing up amoung her because she never actually gotten an oppurtunity to take her own dreams into conseduration because she puts her brother need before hers so you see I think that mr.mifflin and miss mcgill relationship is just stranger to stranger or dealer to buyer .

Organization and Development of Ideas: 1

Toward the end of the response, the writer presents the thesis that "when talking to this to mr.mifflin a rage of anger came washing up amoung her because she never actually gotten an oppurtunity to take her own dreams into conseduration because she puts her brother need before hers," but it is not developed effectively. A weak introduction consisting of some summarized details and a concluding statement are present. The writer provides some text-based evidence to support the thesis ("shes never really done traveling like her brother apart from that one time she took a trip to ` boston a year ago with her cousin edie `"), but this evidence is insufficiently explained. The writer's word choice is sometimes vague ("mr.mifflin and miss mcgill have no related bond"). This response reflects a limited understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. The response is a single run-on sentence. In addition to this significant and repeated error in sentence construction, there are many other types of errors, including punctuation, capitalization ("mr.mifflin," "miss mcgill"), grammar ("she never actually gotten"), and spelling ("persuemly," "persuing," "amoung," "oppurtunity," "conseduration"). These errors impact the clarity of the writing and the reader's understanding of the writer's thoughts.

Response 2

That Miss McGill is going on her own adventure to see what her brother see and the exspearerine what he do when he is on adventturre too. Miss McGill was headstent at frist but with a lot of persuring she gave in in and decieded that she want to go on her own adventure and some free time to herself. "I guess I'm an old fool but I just believe I'll do that. You hitch up your horse and van I'll go pack some clothes and write a check." "I'll get a chance to read a few books ,too."

Organization and Development of Ideas: 1

The writer presents a weak thesis that "she . . . decieded that she want to go on her own adventure and some free time to herself," but it is not developed effectively. An introductory statement is present, but there is no conclusion. The response lacks transitions to connect any of the ideas. The writer provides minimal text-based evidence to support the thesis ("I guess I'm an old fool but I just believe I'll do that"; "read a few books ,too"), but this evidence is insufficiently explained. Overall, this 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 contains many errors in sentence construction, grammar ("the exspearerine what he do"), and spelling ("adventturre," "headstent," "frist," "persuring," "decieded"). These errors impact the clarity of the writing and the reader's understanding of the writer's thoughts.

Score Point 2

Response 1

The significance of the revelation Miss McGill has from her dealings with Mr. Mifflin is huge. If she hadn't run into Mr. Mifflin she would have ever realized that she also wanted to go out and travel like her brother. Mr. Mifflin was able to convince her that she should be able to go out and that she should leave her brother behind to tend to the farm. In paragraph 3 and 6 is where I think she began to realize that she could be out there doing things she likes. (P3 says "I don't know whether it was the neatness of his absurd little van, or the madness of the whole proposition, or just the desire to have an adventure of my own and play a trick on Andrew, but anyway, some extraordinary impulse seized me and I roared with laughter.") and (In paragraph 6 "A kind of anger came over me to think that I'd been living on that farm for nearly fifteen years" and "I'm a homekeeping soul, I guess, and I love my kitchen and my preserve cupboard and my linen closet as well as grandmother ever did, but something in that blue October air and that crazy little red-bearded man just tickled me.)

Organization and Development of Ideas: 1

In the second sentence, the writer presents the thesis that "If she hadn't run into Mr. Mifflin she would have ever realized that she also wanted to go out and travel like her brother." While there is a minimal introduction ("The significance of the revelation Miss McGill has from her dealings with Mr. Mifflin is huge"), the response lacks a conclusion. References to the text are used in place of transitions, and as a result, ideas are not effectively linked together. Overall, the organizational structure of the essay is weak. Instead of explaining the evidence, the writer includes more information from the text without connecting it clearly to the thesis. For example, the writer states that Miss McGill "began to realize that she could be out there doing things she likes," and instead of explaining how the character came to that realization, the writer presents additional but irrelevant textual evidence ("P3 says 'I don't know whether it was the neatness of his absurd little van . . . but anyway, some extraordinary impulse seized me and I roared with laughter' "). Expression of ideas is ineffective, and overall, the response reflects a limited understanding of the writing purpose.

Conventions: 1

The response demonstrates an inconsistent command of grade-level-appropriate conventions. There are some mistakes in capitalization ("i"), grammar (a missing comma after a dependent clause), and spelling ("ener," "aslo," "leaver," "proposition," "nealy"). The response has several errors, but the reader can understand the writer's thoughts.

Response 2

The significance of Miss McGill (Helen) having her dealings with Mr. Miffin is her to enjoy life because she wants to know how it feels to go on a adventure just like her brother, in Paragraph 2 Helen is offered to buy a Van with a good amount of contents within the van if Mr Miffin gives Helen the idea to go on vacation herself instead of being a home in the farm as usual, later that time Helen flet the times that she spent most of her 15 years doing chores all day & not enjoying herself as her brother was most of the time, after a few thoughts on how she spent her life doing work she decieded it was her turn to go on a adventure and read her books and enjoy herself for the first time, she thenwrote a letter to Andrew saying that she'll be the one on a adventure to see the happiness that Andrew felt these paasted years, this shows that Helen is sick of spending most of her time doing house work and se wants to know how it feels to be free from years of housework and chores instead of being active in the outside world and she beileves that she wants to have an adventure on her own just like her brother has most of the time & deciding topurchase the van to enjoy herself to see the world and read books instead of spending years on the farm working, the significance of Helen making a deal with Mr Miffin in buying the van is the go on a adventure because she spent years working on the farm and she needs the time to herself & enjoy herself for once.

Organization and Development of Ideas: 2

The writer presents the thesis that Miss McGill wants “to enjoy life because she wants to know how it feels to go on a adventure just like her brother,” but this idea is not fully developed. The response includes an organizational structure with a limited introduction (the thesis) and conclusion that restates and slightly adds to the thesis. Transitions are sometimes used to connect ideas. Some text-based evidence is used to support the thesis (“read her books” and “years of housework and chores”), but the explanations are limited (“this shows that Helen is sick of . . . enjoy herself for once”). The writer’s word choice is general (“she’ll be the one on a adventure”). Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 0

The response demonstrates little to no command of grade-level-appropriate conventions. The response is one continuous run-on sentence with frequent errors in sentence construction. Throughout the essay, there are many errors in punctuation as well as grammatical errors (“these paasted years”). In addition, there are some errors in spelling and missing or misplaced words (“beileves,” “is the go on a adventure”). All these errors combined impact the clarity of the writing and the reader’s ability to understand the writer’s ideas.

Score Point 3

Response 1

As Miss McGill and Mr. Mifflin were negotiating the price of the van, Miss McGill revealed her true emotions to buy the van. She revealed her desire to go into an adventure and to surprise her brother. Miss McGill's revelation allowed Mr. Mifflin to sell her the van at the price he desired.

Mr. Mifflin wanted to sell his van to someone at his own price. He was willing to negotiate the price with Andrew but he wasn't there and his sister bought the van. Due to his sister's desire to go on a trip to surprise her brother she bought the van.

Miss McGill's revelation to Mr. Mifflin about her wanting to go on a trip to surprise her brother allowed Mr. Mifflin to take advantage of it. The revelation allowed Mr. Mifflin to sell the van at a higher price. If Miss McGill had not showed a big interest in buying the van she may have gotten it at a better price.

Miss. McGill's revelations lead to her paying a higher price for the van. Andrew had not revealed his intentions on buying the van which may have gotten her a better price than his sister.

Organization and Development of Ideas: 1

The writer presents the thesis that "She revealed her desire to go into an adventure and to surprise her brother," but it is not effectively developed. The response has an organizational structure with an introduction and a conclusion. However, this organizational structure is often inappropriate to the writing task as each paragraph tends to repeat what was stated in prior paragraphs ("Miss McGill's revelation to Mr. Mifflin . . . take advantage of it"). Some of the evidence consists of summarized events that lack relevance ("He was willing to negotiate the price with Andrew but he wasn't there and his sister bought the van"). The focus on the cost of the van ("the price he desired," "at a better price") does not contribute relevant evidence, and the writer's explanation of this idea does not help support the thesis. The expression of ideas is sometimes vague. Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 2

The response demonstrates a consistent command of grade-level-appropriate conventions. There are only a few errors, including missing commas resulting in a run-on sentence ("He was willing to negotiate the price with Andrew but he wasn't there and his sister bought the van"). Overall, these errors do not impact the clarity of the writing.

Response 2

In the story "Parnasuss on Wheels", Helen the sister of Andrew expressess her feelings when a certain man Mr.Mcgill offers hr a van. The van housed with many excited tools expresssesing his feelings for the van he tries to sale it. But in the right moment Helen comes by and the talk about the van how it is "a cozy lookin bun" Mr.Mcgill says. This brings significance to the story bringing hope to Helen to her adventure that is wanted.

Based on the needs and her doings Helen treats her brother right, but feelings as if she has nothing to do. Helen wans tomake something happen, so as the van brings hope to her it shows what what she truly wantsa journey beacsue as her brother Andrew is out till dawn she wants to feel that hope. The significance shows us all that the meaning is expressed that "do what you want and need to do". The woman who usaally cleaned would now have adevnture.

Organization and Development of Ideas: 2

The thesis for this response is provided at the end of the first paragraph ("This brings significance to the story bringing hope to Helen to her adventure that is wanted"), but it is only partially developed. There is a purposeful organizational structure that includes both an introduction ("In the story . . . Helen the sister of Andrew expressess her feelings when a certain man Mr.Mcgill offers hr a van") and a conclusion ("The woman who usaally cleaned would now have adevnture"), but the logical development of the thesis is not always supported. There are some attempts to explain the evidence by discussing Helen's relationship with her brother, but this is limited in effectiveness ("so as the van brings hope to her it shows what what she truly wantsa journey beacsue as her brother Andrew is out till dawn she wants to feel that hope"). Word choice is at times general and imprecise ("Based on the needs and her doings," "do what you want and need to do"). Overall, the response reflects a partial understanding of the writing purpose.

Conventions: 1

This response demonstrates inconsistent command of grade-level-appropriate conventions. Some sentences are awkwardly constructed ("The van housed with many excited tools expresssesing his feelings for the van he tries to sale it"; "But in the right moment Helen comes by and the talk about the van how it is 'a cozy lookin bun' Mr.Mcgill says"). In addition, there are errors in punctuation (missing commas, especially in the first sentence), grammar ("excited tools" instead of "exciting tools," "sale it," "feelings" instead of "feels"), and spelling ("Parnasuss," "expressess," "hr," "expresssesing," "lookin bun," "wans," "tomake," "wantsa," "beacsue," "adevnture"). Overall, the response has several errors, but the reader can understand the writer's thoughts.

Response 3

Often times we find ourselves living a unfulfilled life, we don't ever stop to think what things would be like if we did what we truly desired because we are too busy living day to day status quo lives, sometimes it takes another person's emphasis to really push you to do what you are longing to do. We see that in the passage with Miss McGill when she decides that she will take the offer that Mr. Roger Mifflin proposed and you may wonder, why did she listen to him instead of herself years ago? and here's why.

As humans we easily lose sight of ourselves and our desires when we are busy with life, it becomes an endless cycle of "I can't have to do this" or "maybe another time I have things to get done" in the moment we think we are letting down others but really we are letting down ourselves by living in our unfulfilled dreams, and sometimes we just need a deep realization or a spur of the moment impulse to help us understand just what we deserve. For example in paragraph 3 it states "I don't know whether it was the neatness of his absurd little van, or the madness of the whole proposition, or just the desire to have an adventure of my own and play a trick on Andrew, but anyway, some extraordinary impulse seized me and I roared with laughter. 'I'll do it'." In this moment she realized all at once the opportunity that was being given she realized all the life that Andrew had lived is the life she yearned for, but had been at home catering to the farm and to him whenever he got back from his traveling it made her realize that she deserved to live to that, that she should be able to experience the same things as her brother.

Overall what I am trying to convey is that when we are just alone with ourselves we lose sight of what we want and what we desire and sometimes it takes a normal conversation to really break the barrier in your heart and brain and to do what you are meant to do, and that moment plays a big role on a human because it hits a part of yourself you never knew before, the part that is telling you to live your life.

Organization and Development of Ideas: 3

The writer presents the thesis that "sometimes we just need a deep realization or a spur of the moment impulse to help us understand just what we deserve." The writer provides an introduction in the first paragraph ("we find ourselves living a unfulfilled life" and that "we don't ever stop to think what things would be like if we did what we truly desired because we are too busy living day to day status quo lives") and an effective conclusion in the final paragraph. The organizational structure focuses on the important moment when Miss McGill decided to buy Mr. Mifflin's "absurd little van." Specific text evidence is offered ("madness of the whole proposition, or just the desire to have an adventure of my own and play a trick on Andrew"; "I'll do it") along with a clear explanation ("she realized all at once the opportunity that was being given she realized all the life that Andrew had lived is the life she yearned for"). The expression of ideas is effective because the word choice is specific ("status quo [quo] lives," "becomes an endless cycle," "yearned for," "break the barrier") and all sentences and phrases are crafted to convey the writer's ideas. Overall, this response demonstrates a thorough understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. The essay contains many instances of incorrect sentence construction (“Often times we find ourselves living a unfulfilled life, we don’t ever stop to think what things would be like”; “in this moment she realized . . . as her brother”). Errors include run-on sentences (“in this moment she realized all at once the oppertunty that was being given she realized all the life that andrew had lived is the life she yerned for”). There are capitalization errors throughout (“as humans,” “i can’t i have to do this,” “andrew”). There are additional grammatical errors (“living a unfulfilled life,” “sometimes it take another persons emphasise”) along with many misspelled words (“hearself,” “loose sight of ourselves,” “weather [whether],” “extriodinary,” “oppertunty,” “tring [trying],” “oursleves,” “new [knew]”). The frequency of the errors impacts the clarity of the writing and the reader’s understanding of the writing.

Score Point 4

Response 1

Miss McGill realized how her own freedom and independence is important to her. She found herself having the sudden impulse to buy Mr. Mifflin's van and the need to go out and have an adventure. This is a new and exciting change of pace and life style considering she has been working on the farm for years. "I'd been living on that farm for fifteen years- yes, sir, ever since I was twenty-five-" this is why Miss McGill's desire is so important for her as a character and her life due to the fact that she's never truly felt free. "Right!" I said. "I'll do it." Miss McGill said when Mr. Mifflin offered her an exotic van, her instinct was to say yes and do something impulsive, unplanned. This says a lot about how her desire to explore things other than her farm finally surfaced. When comparing herself to her brother Andrew, she had no doubt he was the adventurous one of the two. When writing him the note she even says "It just came over me that you've had all the adventures while I've been home baking bread." She found inspiration in her brother and began to revolt against her restricted lifestyle, she found that freedom was an important thing for her to experience which is why this revelation she has from her dealings with Mr. Mifflin is significant.

Organization and Development of Ideas: 2

The writer of this response begins with the thesis that "Miss McGill realized how her own freedom and independence is important to her." Although the introduction is only limited to the thesis, a conclusion is present ("she found that freedom was an important thing for her to experience which is why this revelation she has from her dealings with Mr. Mifflin is significant"). The idea of "independence" is not fully developed, but the text-based evidence to support the development of the idea of "freedom" is sufficiently explained. The writer includes transitional language to move the essay logically from one idea to the next ("When comparing herself," "When writing him the note"). The example of Miss McGill's instinct to "do something impulsive" is only somewhat explained ("This says a lot about how her desire to explore things other than her farm finally surfaced"). The response reflects a partial understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. Despite a couple of errors in sentence construction (" 'I'd been living on that farm . . . ever since I was twenty-five-' this is why"; "Miss McGill said when Mr. Mifflin offered her an exotic van, her instinct was . . ."), and spelling ("independence"), these errors do not impact the clarity of the writing.

Response 2

Life is very unpredictable at times you can try to plan ahead to what you want to do in that day, that week, or even that year, but something always can come up which will throw everything upside down, as in the case of Miss McGill. Miss McGill's revelation was that a small thing can get you ready for new adventures that you didn't even know you wanted, but can also keep you restrained.

the chance to feel freedom is never too far off. Such as in paragraph 9 Miss McGill calls her actions her own revolt of womanhood where she is breaking her regular cycle of chores and work and is taking a month long vacation that she only had to buy for \$400. this shows that many times even just being able to take a break from your regular actions/job you can feel excited

constantly having to do the same thing is quite restraining and can lead to a breaking point. in paragraph 6, Miss McGill says that she has been living at the same house for 15 years and only ever leaves once a year to go shipping with her cousin eddie in boston. She had a breaking point as seen in paragraph 3 where she says "some extraordinary impulse seized me and I roared with laughter." this can show a breaking point as she didn't even think long about the decision she was making she just made an impulsive decision

small new things can always be a great relief from your everyday work. many times whenever I take a break and play a game for 30 mins it really helps me to reset my brain and helps to focus more on the task at hand

Organization and Development of Ideas: 3

The writer presents a clear thesis that "Miss McGill's revelation was that a small thing can get you ready for new adventures that you didn't even know you wanted, but can also keep you restrained." There is a purposeful organizational structure with an effective introduction and conclusion. Transitions are used throughout, supporting the development of the thesis. The evidence is specific, well chosen, relevant to the thesis, and clearly explained ("Miss McGill calls her actions her own revolt of womanhood . . . this shows that many times . . . you can feel excited"; "constantly having to do the same thing . . . She had a breaking point . . . she just made an impulsive decision"). Overall, this response represents a thorough understanding of the writing purpose.

Conventions: 1

There are several errors in capitalization and punctuation, demonstrating an inconsistent command of conventions. Despite these errors, the reader can still understand the writer's thoughts.

Score Point 5

Response 1

Have you ever gotten held back from achieving a goal or dream? When Miss McGill realized that she was being held back she learned something very important; that she is her own person and that and has a right to her own independence.

Helen didn't have her own way of living all she ever did was stay stuck on her farm while her brother went out and saw the world. She was only allowed to go out to visit family and that is truly no way to live. Who would want to spend the rest of their lives stuck in their homes with a job that they don't even like ? Mr. Mifflin helped her realize this by showing her how comfortable her life alone could be. That's when she looked back at her life and questioned what she was doing; staying and watching the house all her life. She was 39 and never actually got the chance to live as herself, so when the chance came she took it. This opportunity she would not regret and even if she did it was her choice and what's better than that? Because it means you live life as a human in society making common mistakes, not as robot following orders.

Helen was new to the idea of putting herself before others, but still decided to take the chance to express herself with a new found independence.

Organization and Development of Ideas: 3

In this response, the writer provides the clear thesis that "When Miss McGill realized that she was being held back she learned something very important; that she is her own person and that and has a right to her own independence." The response includes an effective introduction and conclusion. The writer demonstrates appropriate organizational structure with the use of rhetorical questions that link ideas together ("Who would want to spend . . .?"; "what's better than that?"). The writer includes paraphrased text-based evidence that is relevant and develops the thesis ("That's when she looked back at her life and questioned what she was doing; staying and watching the house all her life. She was 39 and never actually got the chance to live as herself, so when the chance came she took it"). The writer's word choice is purposeful and contributes to the quality of the response ("achieving," "opportunity," "new found independence"). Overall, this response reflects a thorough understanding of the writing purpose.

Conventions: 2

The response demonstrates consistent command of grade-level-appropriate conventions. Although the first sentence in the second paragraph is a run-on, and there is an error in grammar ("not as robot"), these errors do not impact the clarity of the writing.

Response 2

We hold these truths to be self-evident, that all men are created equal. Despite this very profound maxim written in our Constitution, in society, women have been held to standards that deprive them of equality. In this passage, Helen realizes she has much to gain from defying the traditional expectations her brother holds for her. Her defiance is significant because it allows her to free herself from her restrictive bonds and begin exploring her role outside the standard of traditional.

Helen and her brother are essentially polar opposites in their roles; her brother is able to constantly travel whereas Helen is confined to a farm. In paragraph 6, Helen outlines her annual trip to Boston for shopping, however, it is the only trip she is allowed to take because she is expected to remain on the farm and perform the role of a housekeeper. When presented with the opportunity to purchase a marvelous van and embark on an exciting journey, she is hesitant to accept. However, the last six sentences prompt her to purchase the van, because Mr. Mifflin outlines the surprise her brother would have, but most importantly, the idea of his responsibility shifting to managing the farm instead of Helen.

In this idea alone, the concept of switching roles between Helen and her brother, Helen is very eager to do so. In paragraph 8, the author depicts a scene of Helen noticing a magazine article with the title "The Revolt of Womanhood". Directly after, she is quoted as thinking, "Here goes for the revolt of Helen McGill". The significance is clear, the idea of switching roles coupled with the defiance she shows allows her to step outside her traditional role. Helen has managed the farm for fifteen years and has been largely restricted by her role on the farm. However, by being presented with the opportunity to purchase the van, she realizes the significance of her situation, freeing herself from her role and allowing her to take on a new one.

As the Founding Fathers drafted the constitution, the roles women had in their society were still very limited. Even now, in modern-day society women are still held to their traditional roles, while society strives for equality. This passage is an excellent representation of the importance of stepping out of one's role when the expectations are unjust. The significance of such action is twofold, not only does one allow themselves to pursue a new role, but they allow the others originally in their roles to realize the injustice. In doing so, the maxim the Founding Fathers wrote so long ago, becomes ever closer to self-evidence.

Organization and Development of Ideas: 3

The writer establishes a clear thesis in the first paragraph (“Helen realizes she has much to gain from defying the traditional expectations her brother holds for her. . . . it allows her to free herself from her restrictive bonds and begin exploring her role outside the standard of traditional”). The essay boasts a well-crafted introduction (“We hold these truths to be self-evident, that all men are created equal. Despite this very profound maxim written in our Constitution, in society, women have been held to standards that deprive them of equality”) and a meaningful conclusion that circles back to the introduction while supporting the whole of the essay without simply repeating information (“As the Founding Fathers drafted the constitution, the roles women had in their society were still very limited. . . . The significance of such action is twofold . . . they allow the others originally in their roles to realize the injustice. In doing so, the maxim the Founding Fathers wrote so long ago, becomes ever closer to self-evidence”). The evidence used by the writer to support the thesis (“In paragraph 8, the author depicts a scene of Helen noticing a magazine article”) is well chosen and thoroughly explained (“The significance is clear, the idea of switching roles coupled with the defiance she shows allows her to step outside her traditional role. Helen has managed the farm for fifteen years and has been largely restricted by her role on the farm. However . . . she realizes the significance of her situation, freeing herself from her role and allowing her to take on a new one”). In addition, the expression of ideas is clear and effective through specific and purposeful word choice (“maxim,” “deprive them of equality,” “polar opposites”). This response reflects a thorough understanding of the writing purpose.

Conventions: 2

The response demonstrates consistent command of grade-level-appropriate conventions. Although there are a few run-on sentences (“The significance is clear, the idea of switching roles coupled with the defiance she shows allows her to step outside her traditional role”; “The significance of such action is twofold, not only does one allow . . . to realize the injustice”) and the inclusion of a comma splice (“long ago, becomes”) 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

Take your time when being offered things. Examine and ask things before they sell it to you to be safe of what you are getting from the seller. The thing you might be getting might look amazing and worth it but at times it is not. You have to jot things down and maybe tell past things or some other things.

A lot of things can be risky. You can get scammed at any time and you don't know it until later. You have to always be careful what you are getting in to.

Response 2

It was one day on a saturday at 11am my friends and I were making plans on going to see “Parnassus on wheels”, but we had a problem we had to buy the tickets online but we didn't have a credit card so that was the problem we had to look for someone that could help us buy the tickets but we will give them the money they just had to buy them and they we will give them the money for the tickets.

One of my friends told me I have an aunt that could do us the favor of buying us the ticket so I was like okay send her a text, so my friend sent her a text asking her how she's been and all of that so he got to the point and ask her if she could do us a big favor she said “yeah” so my friend told her if she could buy us the tickets online we will give her the money, for her to buy us the tickets she said yes, and I told my mom if she could drive us to her house so we could give her the money and then she buy us the tickets my mom said yes then when we got to her house and went back to my mine, my friend and I started playing videogames like an hour passes buy my friend resive a message from his aunt saying if we could go and pick up the tickets before she loses them I told my mom and we were on are way.

The saturday that we went to see the show I was so exited I also told my mom to take us early because it will get full if we get there late when we got there it was almost full I was like thank god we came a bit early and I was so thankful for my friend aunt I had a long time trying to come and see this show I had alot of fun with my friend that day thanks to her aunt.

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

Credit Where Credit Is Due

- 1 Doing the right thing often requires more effort than doing the wrong thing. It is easier to stroll by someone who has dropped a bag of groceries on the sidewalk than to stop and help that person. This is also true with citing the work of others. Although it might be easier to ignore citations in the short term, using them has substantial benefits in the long run.
- 2 First, citing sources is simply the right thing to do. This is because one is giving credit where credit is due. When we use others' words, images, or ideas found online or in print, we need to show that we are borrowing something from these creators. Otherwise, we are dishonestly taking the work of others and trying to pass it off as our own. After all, when someone asks our permission to use an item we own, we often give permission. On the other hand, if a person simply takes something of ours without asking, we understand how that act is profoundly different from sharing. It is a kind of theft.
- 3 This idea is generally understood when it comes to writing. Each time we use something from another writer, we need to properly cite the ideas we take. By giving credit in this way, we are acknowledging our debt by the most efficient means possible. (We cannot feasibly ask permission from most of the writers whose ideas we cite.) Another benefit of citing sources is that it helps writers avoid plagiarism. This is the act of presenting someone else's work as one's own.
- 4 However, when it comes to ideas and creative forms, people are often less clear about the need to cite sources. Some experts claim that using an idea or part of an artwork without permission is not morally equivalent to stealing physical property. Disagreement over this matter is at the heart of debates over intellectual property, which is defined as ideas, words, or images that are the product of creative or thoughtful work.
- 5 According to intellectual property expert Sheldon Richman, "Two or more people cannot use the same pair of socks at the same time and in the same respect, but they can use ideas with the same content. If I articulate an idea in front of other people, each now has his own copy. Yet I retain mine. However the others use their copies, it is hard to see how they have committed an injustice." One problem with this viewpoint is that it does not make a clear distinction between "an idea" and the "copies" of that idea that others are using. This is where citations come in. They make it clear where an idea originated from, and that a writer using or copying that idea is giving proper credit for it.
- 6 Citations are also useful because they allow for the fact-checking of sources. For example, imagine if a student wrote a research paper that included statistics and failed to cite the sources of those statistics. In turn, no one could adequately check and verify the accuracy of the statistics. If a writer does not reveal the sources of statistics, one might wonder if the writer is trying to hide information or mislead readers in some way. On the other hand, using citations correctly can introduce teachers and other students to valuable sources of information. Therefore, citations can enhance learning opportunities for everyone in a class.

- 7 At the same time, the use of citations has the potential to create reciprocal working relationships and uphold key social norms. Creators who give credit to others might also receive credit for their own public work. In a broader sense, citing sources upholds the key norms of honesty and respect—for others’ property and for one’s own. As historian Chris Gehrz states, “Citation is an act of courtesy and an expression of gratitude.” Successful writers routinely refer to the words and ideas of authors they admire. By acknowledging these other writers, they are revealing how they have learned from artists who inspired them. Students do something similar when they cite sources: they show how they have benefited from the work of other writers and thinkers. This practice can help promote civility, respect, gratitude, and humility in the classroom and in our society.
- 8 Today, the internet gives billions of people access to a vast array of information and artistic work. Unfortunately, though, the internet also makes it easier than ever for people to use ideas or artwork without giving credit or compensation. A society in which people commonly use artists’ work without paying for it is bound to leave these creators vulnerable. As expert James V. DeLong argues, “In the entertainment field, individual artists have always had a hard time making a buck, but the trend, as intellectual property rights become less reliable, is toward ever-greater industrial concentration.” According to DeLong, intellectual property rights are being eroded in part because individual artists find it virtually impossible to control the use—or theft—of their creations by potentially huge numbers of internet users.
- 9 Citing sources and giving proper credit is more important now than ever before. Each of us has crucial choices to make in how we use information and art. Even if it is not easy, doing the right thing can benefit ourselves as well as others in our society and around the world.

English I Reading Short Constructed Response

Prompt

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

Based on the information in paragraph 8, what can the reader most likely infer about how individual artists feel about the internet’s impact on their careers? Support your answer with evidence from the selection.

Item-Specific Rubric

Score: 2

Exemplar:

A complete response will provide, but is not limited to, one of the following explanations about what the reader can most likely infer about how individual artists feel about the internet’s impact on their careers:

- The reader can most likely infer that individual artists feel the internet has caused them to lose money.
- The reader can most likely infer that individual artists feel the internet has taken away their ownership of their work.

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:

- *Today, the internet gives billions of people access to a vast array of information and artistic work.* (paragraph 8)
- *Unfortunately, though, the internet also makes it easier than ever for people to use ideas or artwork without giving credit or compensation.* (paragraph 8)
- *As expert James V. Delong argues, "In the entertainment field, individual artists have always had a hard time making a buck, but the trend, as intellectual property rights become less reliable, is toward ever-greater industrial concentration."* (paragraph 8)
- *According to Delong, intellectual property rights are being eroded in part because individual artists find it virtually impossible to control the use—or theft—of their creations by potentially huge numbers of internet users.* (paragraph 8)

Evidence is accurately used to support the response.

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

English I
Constructed-Response Scoring Guide

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 reader can most likely infer about how individual artists feel about the internet's impact on their careers.

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

artists use the internet to promote there work

The writer does not provide an accurate answer about what the reader can most likely infer, based on the information in paragraph 8, about how individual artists feel about the internet's impact on their careers. While some artists do indeed "use the internet to promote there work," this is too vague and insufficient to be a correct answer. In addition, the writer does not provide any evidence from the selection, either by direct quotation or paraphrase, that could support a correct answer.

Response 2

people find it easier these days to find jobs and to get credit on your work.

The writer does not provide an accurate answer about what the reader can most likely infer about how individual artists feel about the internet's impact on their careers based on the information in paragraph 8. In addition, the writer does not provide any evidence from the selection, either by direct quotation or paraphrase, that could support a correct answer.

Response 3

About the evidence we know that every artist in this world, have the necessary to use internet, because if he don't casually have no conclusion with the market.

The writer does not provide an accurate answer. The question asks what the reader can most likely infer about how individual artists feel about the internet's impact on their careers based on the information in paragraph 8. In addition, the writer does not provide any evidence from the selection, either by direct quotation or paraphrase, that could support a correct answer.

Response 4

poeple always steal ideas from the internet or from other poeple and the reason why that is wrong of them and they should start focusing on having there own idea.

The writer does not provide an accurate answer. The writer offers an opinion, "the reason why that is wrong of them and they should start focusing on having there own idea," rather than what the reader can most likely infer about how individual artists feel about the internet's impact on their careers based on the information in paragraph 8. In addition, the writer does not provide any evidence from the selection, either by direct quotation or paraphrase, that could support a correct answer.

Score Point 1

Response 1

I feel like that individual artists don't like it when people use there work without showing them credit.

The writer provides an accurate answer that "individual artists don't like it when people use there work without showing them credit." This response is a correct inference based on the information in paragraph 8. However, the writer does not accurately provide any evidence from the selection, by quotation or paraphrase, that could support this correct answer. This response receives partial credit.

Response 2

The reader can infer that internet just makes things for artsist a lot more complicated because of all the people around them that just copy somones hard work or get ideas from something as simple as looking the picture up

The writer does not provide an accurate answer. The response "that internet just makes things for artsist a lot more complicated" does hint at a possible impact on the artists' careers but is vague. However, the writer does provide paraphrased evidence that could support a correct answer ("all the people around them . . . get ideas . . . looking the picture up"). This response receives partial credit.

Response 3

In paragraph 8 it asks for ,What can the reader most likely infer about how individual artists feel about the internet's impact on their careers?That the internet gives billions of people access to vast array of information and artistic work,Also the internet makes it easier than ever for people to use ideas or artwork without giving credit or compensation.

The writer does not provide an accurate answer. The writer restates the question but does not add any new information that leads to a correct answer. However, the writer does provide relevant text evidence that could support an accurate response. This response receives partial credit.

Response 4

They belive it would have art grow to a whole new leval."As expert James V. Delong argues, in entertanment field,individual artests have always had a hard time making buck,but the trend, as intellectual propertys rights become less reliable,is toward ever-greater industral concentration".

The writer does not provide an accurate answer. The response that "They belive it would have art grow to a whole new leval" is vague and incorrect. However, the writer does provide sufficient evidence directly from the passage ("As expert James V. Delong argues . . . artests have always had a hard time . . . toward ever-greater industral concentration"). This response receives partial credit.

Score Point 2

Response 1

The artists are feel like they dont recieve the credit they deserve because of the internet and the fact that makes it easier to use ideas or artwork with giving any credit or compensation as stated in paragraph 8.It also effects ther careers because theyre not making any money off it as its just easily stolen and stated in line14 paragraph 8,these artists cant control the use of theft of their creations.

The writer provides an accurate answer at the beginning, “The artists are feel like they dont recieve the credit they deserve.” The writer provides supporting evidence (“makes it easier to use ideas or artwork with giving any credit or compensation . . . its just easily stolen”). While two pieces of evidence could serve as part of potentially correct answers (“theyre not making any money off it”; “these artists cant control the use of theft of their creations”), in this response they are used solely to support the answer given. The writer provides an accurate answer. The writer provides accurate supporting evidence from the selection. This response receives full credit.

Response 2

Individual artists feel that the internet makes a bad impact on people careers because alot of the time people can take or use someone else’s work and use it as there without giving credit or ceiting eviednce.

The writer provides an accurate answer that “artists feel that the internet makes a bad impact on people careers.” The writer accurately paraphrases evidence from the passage (“alot of the time people . . . use someone else’s work . . . without giving credit or ceiting eviednce”). The writer provides an accurate answer. The writer provides accurate supporting evidence from the selection. This response receives full credit.

Response 3

Individual artist feel that the internet has a negative impact on their carrers because of the amount of people that can just take their artwork. I paragraph 8 it states that “Individual artist have always had a hard time making a buck , but as intellectual property comes less reliable, is toward ever greater industrial concentration.”

The writer provides an accurate answer that “artist feel that the internet has a negative impact on their carrers.” Additionally, “because of the amount of people that can just take their artwork” is an extension of a correct answer. The writer then provides direct evidence from the selection (“Individual artist . . . hard time making a buck . . . intellectual property . . . industrial concentration”). The writer provides an accurate answer. The writer provides accurate supporting evidence. This response receives full credit.

Response 4

The reader can most likely can infer that individual artists feel vulnerable about the internet's impact on their careers. For example, in paragraph 8 it states "intellectual property rights are being eroded in part because individual artists find it virtually impossible to control the use of their creations" What this means is that individual artists feel vulnerable because they can't control the use of their creations, which means that anyone could steal them.

The writer provides an accurate answer that "artists feel vulnerable about the internet's impact on their careers." The writer provides relevant supporting evidence from the selection ("intellectual property rights are being eroded in part because individual artists find it virtually impossible to control the use of their creations"). This response receives full credit.

English I Writing Short Constructed Response

English I Writing Short Constructed Response

Passage: "Sawyer's New Coworker"

Original Paragraph:

(37) After an awkward moment of quiet silence, the two coworkers both began to laugh, and Sawyer realized she might have misjudged Carlos. (38) Unsure how to respond at this point, she simply said, "Well, my shift is over, so I guess I'll see you tomorrow."

Prompt

Sentence 37 contains some redundancy. In the space provided, rewrite sentence 37 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

After, an awkward moment of quiet silence. The two coworkers both began to laugh, and sawyer realized she might have misjudged carlos.

The writer presents the rewritten sentence as two sentences, introducing an error without any effective revision of the redundancy of the sentence as the response still has both "quiet" and "silence." The response is not a complete sentence and does not express the ideas in a clear and effective way.

Response 2

After, an awkward moment of quiet silence, the two coworkers both began to laugh, and Sawyer realized that she might have misjudged Carlos.

The writer does not revise the redundancy error, leaving "quiet silence." The result is a sentence that does not perform the revision task and also does not express the ideas in a clear and effective way.

Response 3

After a moment of silence, the two coworkers began to laugh and sawyer realized she have misjudged carlos

The writer changes the meaning of the sentence by removing the word "awkward." The response does not express the ideas in a clear and effective way.

Response 4

After an awkward moment of quite silence, the two coworkers both began to laugh, an Sawyer ralized that she might have too misjusge carlos.

The writer replaces "quiet" with "quite," which does not fix the redundancy nor satisfy the requirements of the revising task. This response does not express the ideas in a clear and effective way.

Score Point 1

Response 1

After an awkward moment of silence, the two coworkers began to laugh, and Sawyer realized she might have misjudged Carlos.

The writer has corrected the redundancy error by eliminating the word “quiet.” Since the sentence already has the word “silence,” “quiet” is not needed.

Response 2

After an awkward moment of silence, Sawyer realized she might have misjudged Carlos and the two coworkers both began to laugh.

In this response, the writer corrects the redundancy error, producing a clear and effective sentence. The writer changes the order of ideas, but this does not impact the score.

Response 3

The two workers began to laugh after an awkward moment of silence, and only then did SAwyer realized she may have misjudged Carlos.

The writer changes the order of ideas, which does not impact the score. The word “quiet” has been eliminated, correcting the redundancy error. Using “realized” instead of “realize” is an introduced editing error that does not change the original meaning or impact the score of this revising task.

Response 4

Sawyer realized she might have misjudged Carlos, after an awkward silence resulting into laugh.

Though the writer has changed the wording of the sentence, the meaning has not changed. All necessary elements of the original sentence remain, and the redundancy error was corrected by eliminating the word “quiet.” The grammatical error “resulting into laugh” is an editing error that does not detract from the score of this revising task.