



English I and II

Constructed Response Scoring Guide

Sample

General Information

Beginning with the 2022–2023 school year, Reading/Language Arts assessments will include an extended -constructed response, or essay, at every grade level. They will also include short -constructed response questions. Students will be asked to write the essay in response to a reading selection and will write in one of three modes: informational, argumentative, or correspondence.

This State of Texas Assessments of Academic Readiness (STAAR[®]) constructed response scoring guide provides student exemplars at all score points for one extended -constructed response prompt and two short -constructed response prompts from the STAAR English I and English II stand-alone field tests. The prompts are presented as they appeared on the field test, and responses were scored based on the rubrics included in this guide, which were developed with the input of Texas educators. Essays will be scored using a five -point rubric. Short -constructed responses in the reading domain will be scored using a two -point prompt -specific rubric. Short -constructed responses in the writing domain will be scored using a one -point rubric.

The five- point rubric for extended -constructed responses includes two main components — organization and development of ideas and language conventions. A response earns a specific score point based on the ideas and language 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

English I Reading Passage
with Short Constructed
Response and Extended

English I Excerpt

from Tending Roses

1 The room was quiet and dark. The uneven rhythm of green light drew my attention to the table. Watching the lightning bugs, I stepped closer. The wildflower book was lying open beside the jar.

2 In the glow from the yard light outside, I sat down to read the spidery writing.

3 I read the title, then looked at the lightning bugs, twinkling as if to a melody I could not hear. I thought of Grandma's face as she watched them with Joshua, her eyes bright like his, mesmerized, thoughtful, as if she, like Joshua, were trying to figure out the secrets of the world.

4 I read again, then plunged into the story as the glow flickered against the paper.

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She is sad that she will be leaving soon but she knows that she will be leaving with good memories.

the girl was getting memory back for her grandma and wanted to read her diary because she missed the thought of her

It shows that Grandma was very

English I Extended Constructed Response

Excerpt: "Tending Roses"

Prompt: Explain how reading the journal leads Katie to remind herself to look for fireflies.

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 identified and consistently maintained throughout, creating a response that is unified.Organization is effective. A purposeful structure that includes an effective introduction, body paragraphs, and a conclusion.

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The remind her to look at fireflies because they can be more than and animal they can have a way bigger meaning they can be someone trying to communicate with you or stuff like that fireflies are a beautiful animal with a beautiful power they tell her to look at fireflies because her grandma could be telling her something.

Because it says in the journal that she would remember walking to the barn and just looking around at nature and saying that some time we need to stop and look around at nature and appreciate it.

when she was reading the book she was understanding the value her grandmother had with the fireflies and she learned that her grandmother wanted to tell her that she should follow the idea she had when she was younger and older to have the feeling of she felt the feeling of letting go of the fireflies that were in the jar and then finding them the next day because as a little girl her grandmom was not very lucky as she didn't find the fireflies so katie now is hoping to find them the next day in hopes of full filling her grandmothers dream

her reading the journal has her looking and noticing fire flies more because that is what

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In the story,

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While reading her mothers she becomes aware of things such as spending more enjoying
reading and not constantly put your back on

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Katie finds herself looking for fireflies because of what she had read in her grandma's journal.

[Empty response box]

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English II Writing Short
Constructed Response

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Score Point 1s

The Montgolfier brothers introduced the world to ballooning, a beloved hobby that people practice around the world today.

This response expresses the ideas in a clear and effective way. By pairing the adjective “beloved” with “hobby” the writer eliminates the parallel error from the original sentence.

The Montgolfier brothers introduced the world to ballooning, a hobby that is beloved and practiced by people around the world today.

This response expresses the ideas in a clear and effective way. By changing “practice” to “practiced,” the writer uses an adjective that is parallel to “beloved,” and corrects the error from the original sentence.