



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 A (o)1 (m)]TJ6–ent.36 Tm2c-0mBDC ye23aT1 (m)3 (en)m2c-0m(3 (en1 (t)

Grade 4 Reading Language Arts
Constructed-Response Scoring Guide

15 Then Mitch came in for a sideways snag, but Mud lined up and kicked the ball as hard as he could.

16 The ball flew into the net above the goalie's head for the first goal of the game.

17 Cody had never seen a play like that, not even on *Soccer Slam*.

18 The whole Blue team gathered around Mud, hugging and high-fiving him.

19 Although Cody tried as hard as he could for the next 19 gajillion hours, he got no closer to the ball than if it had been in another state.

, - . 2013.

Grade 4 Extended Constructed Response

Read the story from *Surprise Kick*. Based on the information in the story, write a response to the following:

Grade 4 Reading Passage with Extended Constructed Response

Informational Writing Rubric

<p>3</p>	<p>0 C 0</p> <p>The central idea is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow.</p> <p>0 0 0 0</p> <p>A purposeful structure that includes an effective introduction and conclusion is evident. The organizational structure is appropriate and effectively supports the development of the central idea. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways.</p> <p>0 00</p> <p>The response includes relevant text-based evidence that is clearly explained and consistently supports and develops the central idea. For pairs in grades 3-5, evidence is drawn from at least one text. The response reflects a thorough understanding of the writing purpose.</p> <p>0 0 0 0</p> <p>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.</p>
<p>2</p>	<p>0 C 0 0</p> <p>A central idea is presented, but it may not be clearly identifiable because it is not fully developed. The focus may not always be consistent and may not always be easy to follow.</p> <p>0 0 0 0 0</p> <p>A purposeful structure that includes an introduction and conclusion is present. An organizational structure may not be consistent and may not always support the logical development of the central idea. Sentence-to-sentence connections and clarity may be lacking.</p> <p>0 0 0 0 0 0 0</p> <p>The response may include text-based evidence to support the central idea, but it may be insufficiently explained, and/or some evidence may be irrelevant to the central idea. For pairs, evidence is drawn from at least one of the texts. The response reflects partial understanding of the writing purpose.</p> <p>0 0 0 0</p> <p>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>

Grade 4 Reading Language Arts
Constructed-Response Scoring Guide

1	0 C 0 0 2 4 2 1 1 1 1 0 4 0 0 4 0

Grade 4 Reading Language Arts
Constructed-Response Scoring Guide

1	Student writing demonstrates conventions, including limited use of correct: sentence construction punctuation of grade-level-appropriate

Sample Student Responses

1

they are play soccer cody is saeg tegs adout his friend hes not good at soccer so he wit esy on him.

0 0 : 0

In this response the writer does not provide a clear central idea. The writer presents a general statement about the story (“cody is saeg tegs adout [is saying things about] his friend hes not good at soccer”), but this information does not effectively address the writing task of explaining Cody’s change of opinion. The only other remaining detail (“he wit esy on him”) is insufficient in developing the response. The response does not have an organizational structure. Overall, the response reflects a lack of understanding of the writing purpose.

0 c : 0

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

2

cody and mud were freinds that would play soccer video games mud was bad at the video games but one day there coach made them play soccer when they were playing mud just stood there but when amanda had the ball evrybody ran up to her amanda couldnt do any thing so she passed the ball to mud but evrybody ran up to mud but mud ran really fast doging evrybody he kiked the ball and it went in the net over the goalys head

0 0 : 0

In this response the writer does not provide a central idea. The character of Cody is briefly introduced and then abandoned, so there is no attempt to address the prompt regarding Cody’s change of opinion. The response consists of a partial summary of the story. There are multiple details describing the game play (“mud just stood there”; “when amanda had the ball evrybody ran up to her”; “mud ran really fast doging evrybody”), but these details are ineffective in supporting a central idea. This response reflects a lack of understanding of the writing purpose.

0 c : 0

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

--

--

1

The events in the story get cody to change his mind about mud like this event in the story

1

Cody and Mud enjoy playing a video game called Soccer Slam. Mud always loses in the game but still enjoys it. When the boys play real soccer, The boys get put on opposite teams. Cody believed that Mud wouldn't get much action as a new player, but to his surprise, when Amanda passed the ball to Mud, Mud danced around confusing the other team and making a goal. Cody has never seen such a thing. Cody practices and tries to hard but he has never been close to the ball.

0 0

: 1

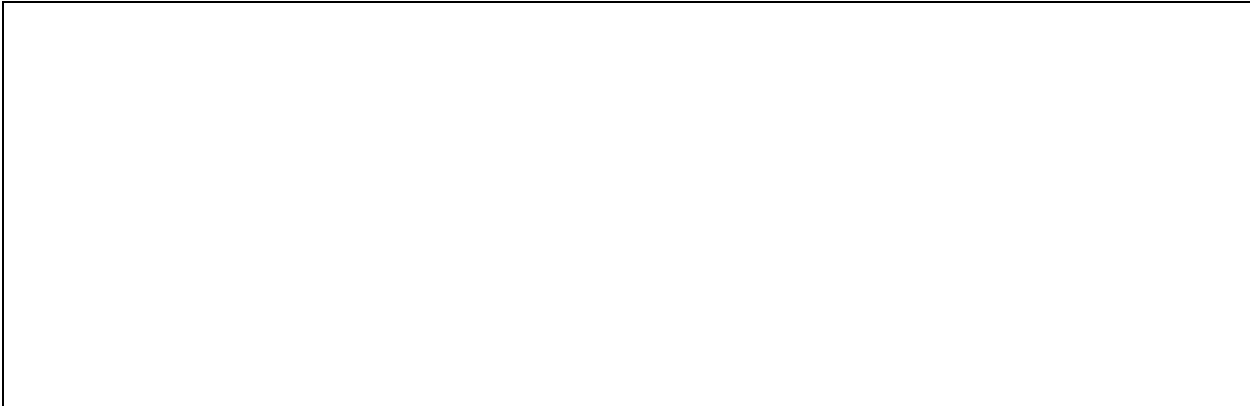
In this response the writer provides the central idea that "Cody believed that Mud wouldn't get much action as a new player." The response contains an introduction, but the conclusion about Cody's difficulty with the sport does not contribute to logical development. There are a few relevant story details ("when Amanda passed the ball to Mud, Mud danced around confusing the other team and making a goal"), but they are insufficiently explained. Overall, the response reflects a limited understanding of the writing purpose.

0 c

: 2

2

Cody Knows tu1104.8 ()]TJO Tc 09



1

Cody changed his opinion on how good Mud is at soccer because when Amanda had nowhere to go, she passed the ball to Mud. Then Mud ran down the field around not just 1, but 2 red guys, then danced away from an entire avalanche of Red Team players! And then, he had only 1 guy to beat, the goalie. When he kicked it it went up, up, and over the head of the goalie!

0 0

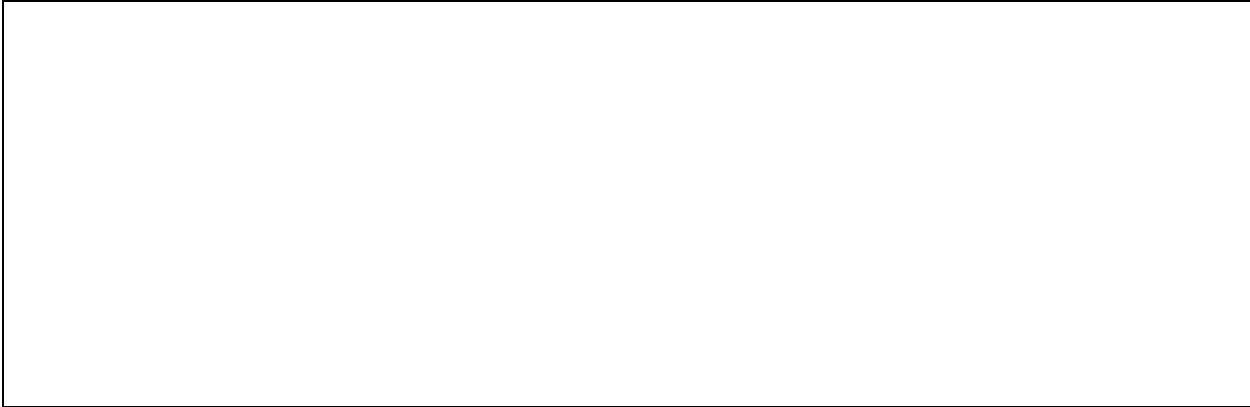
: 2

The writer presents the central idea that “Cody changed his opinion on how good Mud is at soccer,” but it is not fully developed. The introduction is limited to only the central idea, and there is no conclusion present. The writer provides relevant evidence (“Amanda had nowhere to go, she passed the ball to Mud”; “When he kicked it it went up, up, and over the head of the goalie”). Expression of ideas is effective as the writer demonstrates Mud’s success of scoring the first goal of the game. Overall, the response reflects partial understanding of the writing purpose.

0 c

: 2

This response demonstrates a consistent command of grade-level-appropriate conventions. Although the last sentence is a run-on sentence, the response has few errors, and these errors do not impact the clarity of the writing.





Grade 4 Reading Language Arts
Constructed-Response Scoring Guide

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.

1

mud is not a good place to play on for soccer it is so bab you can get stuc in the mud so that is how mud is bad.

I know how to play in the mud so I to can tell you how mud is not good to play.

It can get your hand mud so you sood not play in mud.

mud is good for plaes like alppas tree so you can eat.

2

Football practice: when me and my older brother went to football practice we used to always 1v1 eachother he would always win. but one time i won was so happy {it was luck}. and when my mom saw me she put me on a football team the road runners. me and my brother to we played for the same team for a little bit but he was older than me so he was moved into i different age group 10-11u and i was in 9-10u. my first game i was a WIDE RECIEVER literally i was wide the whole time. {wide means nobody was gaurding me and i was open} And to top it off he looked at me WHILE I WAS WIDE OPEN nd he did not pass it to me. I wanted to move teams so bad after he did that i actually thaught he was blind. And that same exatct play where he looked at me and did not pass it to me he threw a interception i was so mad after that game i asked my dad if i could move and i told him what happend and he laughed he said its because he said when they pass it to you in practice you dont catch it. And i said “dad you dont even come to my practice so how would you know if i drop it or catch it” and he said “i know becaus (o)-2 (h

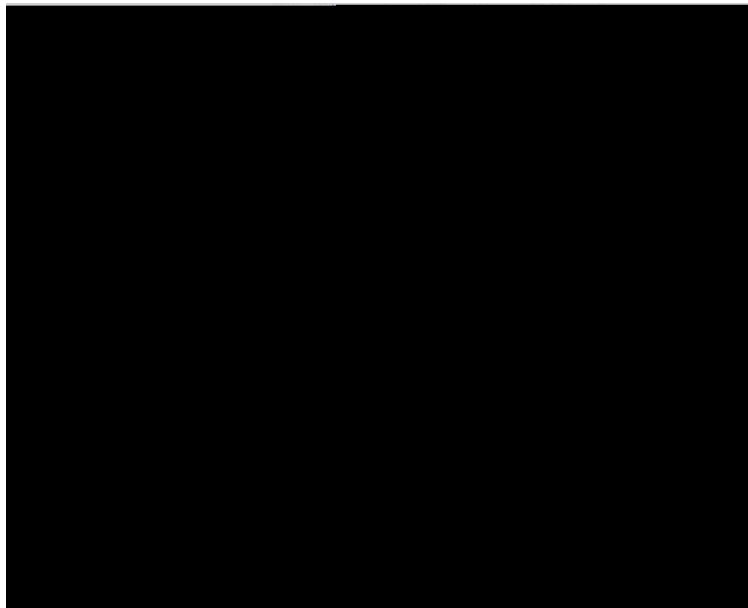
0

0

.

1 When you visit a park, you may see a playground. There may be a walking path that stretches for miles. Sweet-smelling flowers, giant green bushes, and a crystal-clear pond might be found by the path. If you are quiet, you might hear a group of birds calling each other above you in the sky. But you also might see people: people crowding the paths, people trampling the flowers, and people talking over the sounds of nature. Parks are suffering from overcrowding and we must be willing to spend money to protect parks for the future.

2 More and more people are visiting parks each year. For example, Big Bend National Park had 314,102 visitors in 2014. By 2019, the number went up to 463,832 visitors. Sometimes, the government that owns a park might spend money to build things for the people who visit. This can include playgrounds, picnic areas, and gift shops. But crowds at parks can affect the plants and animals that live there. Building things to attract more people can make the problem worse. Instead, governments should spend more money to protect the nature in parks.



3 Protecting the actual parks would be beneficial for both people and wildlife. The trees in parks do not just provide shade on a hot summer day. They also help make clean air. In New York City parks, scientists have recorded that trees have helped remove 1,100 tons of pollutants from the air. Trees are also home to many animals, such as squirrels. Squirrels are tiny animals, but they have a big job. They bury nuts that later grow into more trees.

4 The trees themselves also need our help to stay healthy. Unwanted beetles have spread around some parks. These beetles cut off the water supply and food for trees. This could be avoided if governments paid people to take care of parks instead of using money for other things that are not needed.

Grade 4 Reading Language Arts
Constructed-Response Scoring Guide

- 5 Some park rangers say that larger crowds create problems at the parks. People have been ruining the beautiful nature in the parks. There is more wear on busy trails and trash around the parks. Money could be used to fix these problems. This would be better than spending money on things that only benefit people, like additional parking lots.
- 6 Many people argue that fbl AM2930318e

Grade 4 Reading Short Constructed Response

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

What can the reader infer about visiting parks in the future based on the details in paragraphs 1 and 2? Support your answer with evidence from the article.

Item-Specific Rubric

: 2

Exemplar:

A complete response will provide one of the following inferences about visiting parks in the future:

The number of visitors to parks and the problems people cause will continue to grow.
Visits to parks may become limited in order to protect the natural plants and wildlife.

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:

Parks are suffering from overcrowding and we must be willing to spend money to protect parks for the future. (paragraph 1)

More and more people are visiting parks each year. (paragraph 2)

Evidence is accurately used to support the response.

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

: 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 inference about visiting parks in the future based on details in paragraphs 1 and 2.

: 0

No Credit

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

Sample Student Responses

1

it infers how the playgroundd looks like andd how ,any people visited .

The writer states that the reader can infer “how the playgroundd looks like andd how ,any people visited.” The writer does not provide an accurate inference about visiting parks in the future based on the details in paragraphs 1 and 2, nor does the writer include relevant text-based evidence.

2

That the parks are peacefull and fun. and you can smell flowers, you can feed ducks, and you can look at some pretty bushes at the park.

The writer states that “parks are peacefull and fun.” The writer does not provide an accurate inference about visiting parks in the future based on the details in paragraphs 1 and 2. The writer provides paraphrased details such as “flowers” and “bushes” from paragraph 1, but this text is not relevant.

3

The reader can conclude that this article is informing us about the parks. “The text says in paragraph 2 its telling us how many people went to the parks from 2014-2019”.

The writer states that “this article is informing us about the parks.” The writer does not provide an accurate inference about visiting parks in the future based on the details in paragraphs 1 and 2. In addition, the writer does not include relevant text-based evidence.

4

In the future there is gonna be alot of good stuff at parks.not only good but fun too,because maybe it's gonna be bigger,by the years they are going to think that they should change it.

The writer states that “In the future there is gonna be alot of good stuff at parks.” The response is incorrect because it is vague and not supported with evidence from the article.

Grade 4 Reading Language Arts
Constructed-Response Scoring Guide

0

1

3

4.

3

4.

33

3

01003

1

1

1

1

1

1

1

Grade 4 Writing Short Constructed Response

Grade 4 Writing

--

1

their presence led to more museums galleries and even festivals

The response is a complete sentence that expresses the ideas in a clear and effective way. The writer concisely corrects the sentence errors by removing the repeated "to more." The introduced errors (lack of capitalization and punctuation) do not affect the score.

2

People's appearance led to more buildings being built like museums, art galleries, and festivals to entertain people.

The response is a complete sentence that expresses the ideas in a clear and effective way. The writer effectively revises the repeated details ("to more") while adding context with words such as "People's appearance" and "to entertain people." These additions do not distort the meaning of the original sentence.

3

Their presence led to more museums, galleries and festivals.

The response is a complete sentence that expresses the ideas in a clear and effective way. The writer corrects the errors of the sentence appropriately by removing the repeated "to more." The omission of an optional comma in a list in the sentence does not affect the score of this revising task.

4

Their presence lead to more museams aswell as several new galleries and festivals.

The response is a complete sentence that expresses the ideas in a clear and effective way. By removing the repeated phrase ("to more") and adding "aswell as several new," tco (a)1 vnee i -28.408