



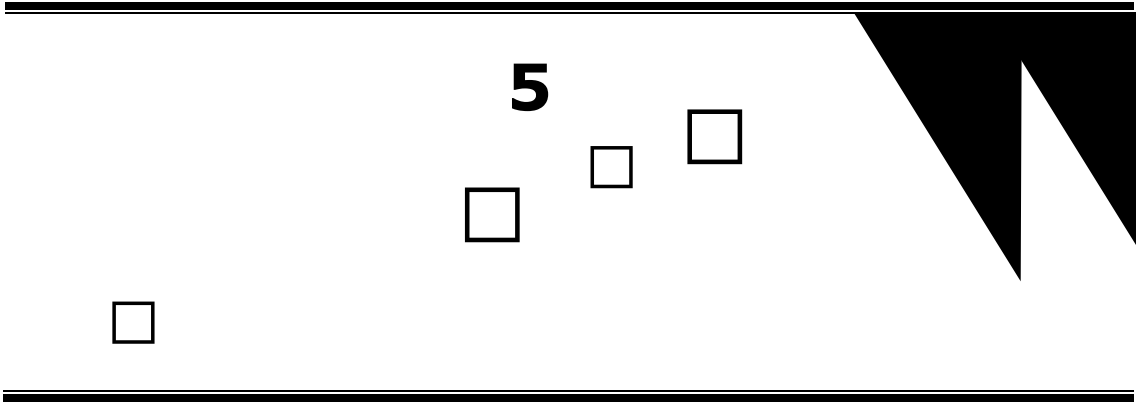
Constructed-Response Scoring Guide

Spring 2024

Grade 5 Reading Language Arts
Constructed-Response Scoring Guide

Beginning with the 2022–2023 school year, reading language arts assessments include an extended constructed response, or essay, at every grade level. They also include short constructed-response questions. Students are asked to write the essay in response to a reading selection and write in one of two modes: informational or argumentative.

This State of Texas Assessments of Academic Readiness (STAAR) constructed-response scoring guide provides student exemplars at all score points for extended constructed-response and short constructed-response prompts from the STAAR reading language arts grade 5 operational test. The prompts are presented as they appeared on the test, and



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

The rabbit El-ahrairah is on a journey to find a solution to protect his home from a fox.

from

by Richard Adams

- 1 They say that after that El-ahrairah wandered far and wide, and everywhere he went he gave the animals and birds good advice and help. He met mice and water rats and even an otter, which did him no harm; yet he seemed no nearer to what he was seeking.
- 2 At last, one day, he came to a great expanse of common land, and at last, tired out, lay down in a sunny place.
- 3 As he lay dozing, he felt the presence of some creature close by and opened his eyes, to see a snake watching him. He was not afraid of a snake, of course, and he greeted it and waited to hear what it would say.
- 4 "Cold!" said the snake at last. "How cold it is!"
- 5 It was a warm, sunny day, and El-ahrairah himself felt almost too snug in his fur. Rather gingerly, he put out one paw and touched the snake on its green length. It was indeed cold to the touch. He pondered on this but could think of no explanation.
- 6 They lay together on the grass for a long time, until at last El-ahrairah became aware of something which at last

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15 Now he began his journey back to his home warren. It was a long way, and it was not until the following evening that he found himself approaching the place.

16 Now, the story tells that across El-ahrairah's way there ran a brook and that the brook was crossed by a little bridge. And here, on the bridge, El-ahrairah paused to wait, for he knew in his heart what would happen.

17 Presently, out of the woods above him, came the fox. El-ahrairah saw it coming, and his heart misgave him, yet he remained where he was on the bridge until the fox actually lay down beside him, licking its lips.

18 "A rabbit!" said the fox. "Upon my life, a plump, fresh rabbit. What luck!"

19 So then El-ahrairah said to the fox, "I can tell your fortune in the water."

20 "Ah ha!" said the fox. "Tell my fortune in the water, eh? And what do you see in the water, my friend? Fat rabbits running on the grass, yes, yes?"

21 "No," said El-ahrairah. "It is not fat rabbits that I see, but swift hounds on the scent and my enemy flying for his life."

22 And with this he turned and looked the fox full in the look with (the 1.958(237)4000513140

Prompt

Read the selection from *Tales from Watership Down*. Based on the information in the selection, write a response to the following:

Explain how El-ahrairah’s kindness helps him throughout the selection.

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

Score Point	Organization and Development of Ideas
<p>3</p>	<p>Central idea is clear and fully developed The central idea is clearly identifiable. The focus is consistent throughout, creating a response that is unified and easy to follow.</p> <p>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 central idea. The sentences, paragraphs, or ideas are logically connected in purposeful and highly effective ways.</p> <p>Evidence is specific, well chosen, and relevant 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>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.</p>
<p>2</p>	<p>Central idea is present and partially developed 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>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 central idea. Sentence-to-sentence connections and clarity may be lacking.</p> <p>Evidence is limited and may include some irrelevant information 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>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

Central idea is evident but not developed

A central idea 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 central idea, 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. The response reflects a limited understanding of the writing purpose.

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1	Student writing demonstrates inconsistent command of grade-level-appropriate conventions, including limited use of correct: sentence construction punctuation capitalization grammar spelling The response has several errors, but the reader can understand the writer's thoughts.
0	Student writing demonstrates little to no command of grade-level-appropriate conventions, including infrequent use of or no evidence of correct: sentence construction punctuation capitalization grammar spelling The response has many errors, and these errors impact the clarity of the writing and the reader's understanding of the writing.

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Score Point 1

Response 1

EI-ahraihkindness helps him throughout the story by geting hypnotic powers everybody

Response 2

El ahrairah kindness helps him by not getting hurt because he gives animals edvice and when he came across the snake he could of got bitten but his kindness helped him and he helped all the animals that where in his path to his house also sense he was nice the snake gave him powers so w hen he got to the warren there w here rabbits and there was a fox so he old the fox to go and the warren is now in peace El ahrairah exhausted by the terrible encounter turned and made his way home to his warren

Organization and Development of Ideas : 1

A central idea is evident but not developed (his kindness helped him and he helped all the animals that where in his path to his house). The organizational structure is weak (he gives animals edvice and when he came across the snake he could of got bitten). The evidence presented is insufficient (sense he was nice the snake gave him powers . . . when he got to the warren . . . there was a fox so he old the fox to go) because the writer does not explain how El -ahrairah show ed his kindness throughout the selection, and the final quoted evidence from the text (El ahrairah exhausted by the terrible encounter turned and made his way home to his warren) is not relevant to supporting the central idea. The expression of ideas is ineffective, and the word choice is limited (helps him by not getting hurt). The response reflects a limited understanding of the writing purpose.

Conventions : 0

The writer demonstrates little to no command of grade -level- appropriate conventions. The writing consists of a single run-on sentence that includes missing commas and missing capitalization (El ahrairah), punctuation errors (El ahrairah kind ness), and spelling errors (edvice, terrible, where instead of were, sense instead of since). These errors impact the clarity of the writing and the reader's understanding of the writing.

Score Point 2

Response 1

EI-ahrairah's kindness helps him because if he wasn't kind to the snake then the snake would have never given him his hypnotic power and EI -ahrairah would have never been able to make the fox leave the warren.

Organization and Development of Ideas : 1

The writer provides the central idea that EI -ahrairah's kindness helps him because if he wasn't kind to the snake then the snake would have never given him his hypnotic power. However, this idea is not developed effectively in response to the writing task. The response lacks an introduction and conclusion, and an organizational structure that supports logical development is weak because there is no explanation provided for the ideas the writer presents. The paraphrased text -based evidence (EI -ahrairah would have never been able to make the fox leave the warren) is insufficient since the writer does not explain the events that are presented in the selection, resulting in an expression of ideas that remains ineffective without further explanation. Overall, the response reflects a limited understanding of the writing purpose.

Conventions : 1

The writer demonstrates an inconsistent command of grade -level- appropriate conventions in this single -sentence response. This brief response is missing two required commas for sentence construction, but the reader can understand the writer's thoughts.

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Score Point 3

Response 1

El-ahrairah's kindness helps him through his journey. The reason why is because in the story, the snake gives El -ahrai rah the hypnotic power of the snake in return for being kind. El -ah rairah is kind to a lot of animals. El -ah rairah's kindness is helping him. A lot of animals like him, and he likes animals! To conclude my response, El -ah rairah's kindness is making all the animals like him, because he treated creatures the way he wanted to be treated .

Response 2

El-ahrairah cares for people and other animals just like he does for himself and gives animals kind advices. The chariters are happy with the advices at the end and apresheates what adviceŌs El - Ahrairah gave them. And if he never been kind and helped the snake, the snake would of never game him the power. The power is needed to defete the fox, or maybe convince the fox that he will be chaced by hounds .

Organization and Development of Ideas : 2

The writer presents the central idea in the third sentence (Ō if he never been kind and helped the snake, the snake would of never game him the power Ō) although it is not fully developed. The response contains an introduction (Ō El-ahrairah cares for people and other animals just like he does for himself and gives animals kind advices Ō) and a conclusion (ŌThe power is needed to defete the fox, or maybe convince the fox that he will be chaced by hounds Ō), but the organization is limited as the writer moves abruptly from one idea to the next (Ō El-ahrairah cares for people and other animals just like he does for himself and

Response 3

El-ahrairah kindness helped him because first he helped some birds and other animals and on a warm and sunny day he helped a snake get warm since the snake was cold so the they sat in the sun until the snake was warm and the snake thanked him by giving him hypnotic powers and on his way home he when on a bridge that was over a brook and he know what was going to happen next a fox popped out of the woods and said how tasty the bunny looked which was El-ahrairah and then the bunny said that he could see his fortune in the water the bunny said "I see swift hounds on the scent and my enemy flying for his life" then they looked at each other and the fox ran away.

In conclusion the bunny's kindness helped him because he helped a snake which gave him powers and then he used the powers to get read of the fox.

Organization and Development of Ideas : 3

A clear central idea is provided by the writer in the conclusion of the response (the bunny's kindness helped him because he helped a snake which gave him powers and then he used the powers to get read of the fox), and this idea is fully developed. A purposeful organizational structure is evident, as the writer also provides an effective introduction (El-ahrairah kindness helped him because first he helped some birds and other animals) and includes sentences and ideas that are logically connected in purposeful ways to support the central idea using quoted and paraphrased text evidence that focuses on how the rabbit's kindness helps him and how he uses his powers. Evidence to support the central idea is clear (he helped a snake get warm since the snake was cold so the they sat in the sun until the snake was warm and the snake thanked him by giving him hypnotic powers . . . on his way home . . . a fox popped out of the woods . . . the bunny said that he could see his fortune in the water . . . "I see swift hounds on the scent and my enemy flying for his life" then they looked at each other and the fox ran away) and consistently supports and develops the central idea. The expression of ideas is effective and includes phrases that convey the writer's ideas and contribute to the overall quality of the response. The response reflects a thorough understanding of the writing purpose.

Conventions : 0

The writer demonstrates little to no command of grade-level-appropriate conventions. Errors in sentence structure, including an extended run-on sentence, multiple spelling errors (since, by, which, conclusion, use), grammatical errors (the they, how tasty the bunny looked which was, said, the he), and errors with apostrophes/possessives (El-ahrairah kindness) occur throughout the response, and these errors impact the clarity of the writing and the reader's understanding of the writing.

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Score Point 4

Response 1

Response 2

In this the pasage Ófrom tales watership downÓ el - ahairahÓs kindnes pays off.his act of kindness ends up saving his life.He is a wise and kind rabbit wandring around meeting many creatures along the way.in this pasagh it will state why el - ahairah kindness helps him in the story.

El- ahairah is wandering around when he stops in a big pice of land and lays down.he finds a snake that says its cold.el - ahairah is wise and says its because it cold blooded and after a lon bask in the sun the snake feels warm and energetic and thanks el - ahairah.The snake tells him to look in his eyes to give him hypotic power so that el - aharah could use as soon as he could because it doesent last. el - ahairah says goodbye to the snake and countinues his journey.

Now el - ahair ah has power and is on his journey when he stops on a brighe as fox aprouch him.the fox licks his lips at him because he eats rabbits and gets en apititight.El - ahairah uses his power and gazez into the water and sees swift hond snifing for an enemy that is running for its life.El - ahairah wispers to the fox to Ógo and never rturn! ÓEl- ahairah was exhausted and left to go home.The fox and his friends vanishes from the nieberhood.

In conclusion El - ahairah kindness safed his life because he would have never gotten the

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Conventions : 1

The writer demonstrates an inconsistent command of grade -level- appropriate conventions. There are errors in spelling (Òkindnes, Ó Òrabit, Ó Òwandiring, Ó Òpasagh, Ó Òpice, Ó Òlon, Ó Òcountinues, Ó Òbrighe, Ó Òaprouch, Ó Òapititight, Ó Ògazez, Ó Òhond, Ó Òsnifing, Ó Òenimy, Ó Òwispers, Ó Òexhausted, Ó Ònieberhood, Ó Òsafed, Ó ÒgotenÓ), grammar (Òhis friends vanishesÓ), missing apostrophes (Òits, Ó Òdoesent, Ó Òwerent, Ó ÒEI -ahairah kindnessÓ), missing capitalization at the beginning of some sentences as well as with some proper nouns (Òwatership down, Ó Òel -ahairahÓ), and a missing comma (ÒIn conclusionÓ). The response has several errors, but the reader can understand the writerÕs thoughts.

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Score Point 5

Response 1

Response 2

EI-ahrairah's kindness helps him throughout the story by saving him and possibly the whole warren. It first starts off when EI-ahrairah is tired and lays down in the grass in a sunny place. Then when he was dozing off, he felt a presence of a creature near by. When he opened his eyes, he saw a snake (he was not afraid). Then the snake said "Cold! How cold it is!" EI-ahrairah wanted to help the snake so he pondered but could not think of why the snake was cold. Then it hit him. He said "Your blood is not like ours." He understood that the snake was cold blooded. "Snake, you need to bask in the sun as much as you can." He found the answer! So the snake stayed on the ground (laying down) waiting to bask in the Sun. Once the snake felt active and ready to hunt, it was great!

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Grade 5 Reading Short Constructed Response

Prompt

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

What is the main claim the author makes in the selection? Support your answer with evidence from the selection.

Item - Specific Rubric

Score: 2

Exemplar:

A complete response will provide one of the following explanations about the author's main claim in the selection:

The author's main claim is that more designers should use new biodegradable fibers to make clothing.

The author's main claim is that new biodegradable fibers could be better options than other fibers.

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:

More designers need to start using fabrics like these. (paragraph 2)

The fibers they are made from are not only safe for the planet but also great for making interesting, beautiful clothing. (paragraph 2)

But with further research and collaboration with scientists, designers can improve the quality of such clothes. (paragraph 6)

Evidence is accurately used to support the response.

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

Score: 1

Partial Credit

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

A partial response may cite or paraphrase relevant text evidence, but the student does not include an accurate answer about the author's main claim in the selection.

Score: 0

No credit

The response is incorrect.

The response is not based on the text.

No response is provided.

Sample Student Responses

Score Point 0

Response 1

The main claim in the text is, Traditional fabrics come from natural sources. I know this because it says in paragraph 1 it says, we use fabrics made from them, such as polyester, nylon, and spandex, every day.

The writer provides the incorrect main claim that "Traditional fabrics come from natural sources." The writer provides evidence ("we use fabrics made from them, such as polyester, nylon, and spandex, every day") that cannot be used to support an accurate claim.

Response 2

the strong fabrics are dangeris to earth

In this response, the writer presents a main claim that is too vague to receive credit ("the strong fabrics are dangeris to earth"), and no evidence is included from the passage to support the claim.

Response 3

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Score Point 1

Response 1

Score Point 2

Response 1

The author's claim is fashion designers need to use the biodegradable fiber my proof is that They can break down easier but can still be a strong substance .

The writer provides an accurate main claim that "fashion designers need to use the biodegradable fiber." The writer includes relevant paraphrased evidence to support the claim ("They can break down easier but can still be a strong substance").

Response 2

The main claim the author makes is that natural fibers such as kelp are better than plastic fibers. I can tell this because in paragraph 5 the author says that Microsilks is stronger than regular fibers. The author also says that Microsilks is stronger than regular fibers.

Response 4

The author's claim is that using biodegradable fibers are better for the environment. Plastic made clothing is too strong and can't decompose into earth quickly. The author wants more fashion designers to use kelp as it is biodegradable and is very strong. In paragraph 3 the author states "Fibers made from kelp, a kind of seaweed, can break down even faster than cotton can."

The writer provides an accurate two-sentence claim that is supported by acceptable text-based evidence. The first sentence of the claim is "Using biodegradable fibers are better for the environment," which is supported by "Plastic made clothing is too strong and can't decompose into earth quickly." The second sentence of the claim is "The author wants more fashion designers to use kelp as it is biodegradable," which is supported by "Fibers made from kelp, a kind of seaweed, can break down even faster than cotton can." Both claims with their corresponding text-based evidence, on their own, would fulfill the requirements of the prompt and would be awarded full credit.

Grade 5 Writing Short
Constructed Response

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Sample Student Responses

Score Point 0

Response 1

They are certain slightly cooler areas.

Although this response is a complete sentence ("They are certain slightly cooler areas"), the writer omits the location information from sentence 17 [on the sun's surface], and in doing so, loses too much detail from the original sentences to be a clear and effective combination of the original sentences.

Response 1

there are certain area's on the sun that are cooler.

In this minimal but effective response, the writer combines the ideas of the original sentences into a complete sentence (“there are certain area’s on the sun that are cooler”). Despite the introduction of errors in capitalization and apostrophe usage (“[T]here,” “area’s”), the response is clear and sufficiently retains the meaning of the original sentences.

Response 2

They're certain areas on the sun's surface, and these areas are slightly cool.

In this effective response, the writer provides a complete sentence that retains the meaning of the original sentences by joining the ideas with a conjunction (“They’re certain areas on the sun’s surface, and these areas are slightly cool”). Despite some changes in wording (“They’re” instead of “they are,” “cool” instead of “cooler”), the response retains the meaning of the original sentences.

Response 3

There are certain areas on the sun's surface that are slightly cooler.

In this response, the writer clearly and effectively combines the ideas (“There are certain areas on the sun’s surface that are slightly cooler”) into one sentence.

Response 4

They are certain areas on the sun's surface and these areas are slightly cooler.

The writer of this response clearly and effectively combines the sentences with a coordinating conjunction, “and” (“They are certain areas on the sun’s surface and these areas are slightly cooler”). The lack of a comma does not affect the score of this revision task.