



State of Texas Assessments of Academic Readiness

Grade 3

Reading Language Arts

Constructed-Response
Scoring Guide

Spring 2024

General Information

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

This State of Texas Assessments of Academic Readiness (STAAR[®]) 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 3 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.

**Grade 3 Reading
Passage with Extended
Constructed Response and
Short Constructed Response**

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

Digging on Dirt

by Rena Korb

Dirt or Soil?

- 1 Put on your boots, go outside, and dig. What do you find?
- 2 Did you say dirt? That's true. But you could also say soil. Soil is the word scientists use for dirt.

Soil All Around

- 3 Soil covers most of Earth's land. It stretches under grass and in gardens.
- 4 Soil also lies beneath sidewalks and roads. Sandy beaches are a kind of soil. So are muddy riverbanks and forest floors.

Life-Giving Soil

- 5 Soil brings life to Earth. Plants dig their roots deep down to find water and food.
- 6 Many animals live in soil, too. Wriggling worms and burrowing groundhogs could not live without it.
- 7 You couldn't live without soil.
- 8 Plants need soil to grow. Animals eat plants. Without soil, there would be no food!

Soil's Ingredients

- 9 So what are the magic ingredients in soil?
- 10 Soil is made up of rocks, air, and water. Soil is also filled with what's left over of dead plants and animals after they've rotted away.
- 11 Falling leaves, twigs, and dead bugs land on the ground. As they rot, they change into rich, black humus.
- 12 Humus might not sound tasty to you, but it's like food for plants!
- 13 But most of the dirt that slips through your fingers is actually tiny bits of rock. At one time, these tiny rocks were parts of big rocks.


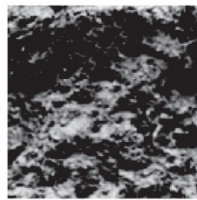

How Soil Forms

- 14 Rain, snow, ice, and sunlight break the big rocks down into tiny pieces of rock. This can take thousands of years. Then the rock pieces mix with the humus to form the soil you see.

Sand, Silt, and Clay

- 15 Three kinds of tiny rocks make up soil. They are sand, silt, and clay.
- 16 A piece of sand is not much bigger than the head of a pin. Silt and clay are smaller still.

Types of Soil

Type of Soil	Description
 Sand <small>Photo by Drew McNaughton on Unsplash</small>	<ul style="list-style-type: none">• Loose and Rough• Commonly near or in bodies of water• Sand is an important part of concrete.
 Silt <small>USDA</small>	<ul style="list-style-type: none">• Light and dusty• Moves easily in flowing water• Much of the soil in the United States has silt.
 Clay <small>Photo by Kasey McCoy on Unsplash</small>	<ul style="list-style-type: none">• Sticky and smooth• Becomes hard once it loses water• Many people use clay to make pottery.

Kinds of Soil

- 17 Sandy soil is coarse and loose. It won't hold much water.
- 18 Smooth, sticky soil has lots of clay. When this soil dries out, it becomes as hard as concrete. Plant roots can't grow.
- 19 On the other hand, soil with a lot of silt dries out. The soil might blow away in a cloud of dust.

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- 20 So what kind of soil is just right for growing plants? It has more sand and silt and less clay. It has the same amount of air and water. And it is rich in humus.
- 21 Go outside and dig again. Is your soil dry and dusty or wet and muddy? Do you see worms and bugs in your soil? What is the soil like where you live?

From DIGGING ON DIRT by Rena Korb, MAGIC WAGON, © 2008.

Grade 3 Reading Extended Constructed Response

Prompt

Read the article “Digging on Dirt.” Based on the information in the article, write a response to the following:

Explain the ways that soil is important to Earth.

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

Remember to —

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

Manage your time carefully so that you can —

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

Write your response in the box provided.

Grade 3 Reading Passage with Extended Constructed Response

Informational Writing Rubric

Score Point	Organization and Development of Ideas
3	<ul style="list-style-type: none">• 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.• 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.• 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.• 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">• 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.• 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.• 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.• 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.

1	<ul style="list-style-type: none"> • 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. • 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.
0	<ul style="list-style-type: none"> • A central idea 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
2	<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

The central idea is what soil is and what makes it like clay,sand,silt and they all make soil. And that the authur wrote the text because he wanted to persuade us so that we can learn more about soil and what it is made of.

Organization and Development of Ideas: 0

In this response the writer presents the central idea that “what soil is and what makes it,” which does not effectively address the prompt. The response consists of a comment about the author’s purpose (“the authur wrote the text because he wanted to persuade us”), which does not support the central idea. Overall, the response reflects a lack of understanding of the writing purpose.

Conventions: 0

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

Response 2

soil is inportint because we use it every day we use it to level drit and to plant food.

Organization and Development of Ideas: 0

In this response the writer presents the central idea that “soil is inportint because we use it every day,” but it is not developed appropriately in response to the writing task. The response lacks an introduction and conclusion. An organizational structure is not evident. The writer attempts to provide evidence, but it is either irrelevant (“we use it to level drit”) or insufficiently explained (“to plant food”). Overall, the response reflects a lack of understanding of the writing purpose.

Conventions: 0

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

Score Point 1

Response 1

soil is important because soil helps your plants grow soil you couldnt live without soil
animals eat plants without soil there would be no food

Organization and Development of Ideas: 1

In this response the writer presents two central ideas that “soil is important because soil helps your plants grow” and “without soil there would be no food.” The attempted cause-effect organizational structure does not support the logical development of ideas effectively. Supporting evidence is lacking sufficient explanation (“you couldnt live without soil,” “animals eat plants”). Word choice is limited and impedes the quality and clarity of the essay. Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions with errors in sentence construction (response is a single run-on sentence with no end punctuation), missing capitalization, missing punctuation (“couldnt”), and a spelling error (“important”). The response has many errors that impact the clarity of the writing and the reader’s understanding of the writing.

Response 2

We need soil so plants can grow if we dont have soil plants will die and thier is not gona
be food on erth soil is important.

Organization and Development of Ideas: 1

In the response the writer presents the central idea that “We need soil so plants can grow.” The attempted cause-effect organizational structure does not always logically support development of the central idea, as there is little evidence provided (“if we dont have soil plants will die”), and it is insufficiently developed. The writer’s word choice is limited (“not gona be food”). Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions, including errors in sentence construction (response is a single run-on sentence), grammar (“not gona be food”) as well as spelling (“thier,” “gona,” “erth”). The response has many errors, and these errors impact the clarity of the writing and the reader’s understanding of the writing.

Score Point 2

Response 1

Soil is important to earth because we could not survive without it and that is where we get our berries from and how we make food. And if we did not have soil on Earth animals could not live and that is where we get our meat from.

Organization and Development of Ideas: 1

In this response the writer presents the central idea that "Soil is important to earth because we could not survive without it." The writer attempts a cause-effect organizational structure, but it does not logically develop the central idea. Evidence is either irrelevant ("that is where we get our berries from") or insufficiently explained ("if we did not have soil on Earth animals could not live"). The expression of ideas is vague ("how we make food," "and that is where we get our meat from"). Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 1

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. Although there are no spelling errors evident, the writer includes the use of run-on sentences and lack of proper punctuation, with a minor capitalization error ("earth"). The response has several errors, but the reader can understand the writer's thoughts.

Response 2

Soil is important to humans, animals, and plants if soil didn't exist the plants would die some animals eat plants so the animals will also die we need soil 1 reason we need soil it brings Earth to life soil is very important to Earth we have 3 kinds of soil we have sand, silt, and clay with out their tips of soil we would never survive so soil is very important to our world.

Organization and Development of Ideas: 2

The writer presents the central idea that "Soil is important to humans, animals, and plants." The writer uses a cause-effect organizational structure ("if soil didn't exist the plants would die"; "some animals eat plants so the animals will also die") that provides support for the central idea, though it is inconsistent. The introduction is limited to only the central idea, but a conclusion ("so soil is very important to our world") is present. The writer provides text-based evidence, though some of it is irrelevant ("we have 3 kinds of soil we have sand, silt, and clay") or not fully explained ("with out their tips of soil we would never survive"). Word choice is imprecise and repetitive, weakening the effectiveness of the response. Overall, the response reflects partial understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions with several errors in sentence construction (response is a single run-on sentence), punctuation, and spelling ("didn't," "exist," "would," "very," "their," "tips [types]," "survive"). The response has many errors that impact the clarity of the writing and the reader's understanding of the writing.

Score Point 3

Response 1

Soil is important to the Earth because it helps plants grow. It helps animals live because it provides food for them. Soil also provides food for us if we didn't have soil we wouldn't be able to survive. Soil is also useful to give the world beauty. Without soil we couldn't survive. That's why soil is important to us.

Organization and Development of Ideas: 1

In this response the writer presents the central idea that "Soil is important to the Earth because it helps plants grow." While a minimal introduction and conclusion are present, the organizational structure does not always logically support development of the central idea. There are very few sentence-to-sentence connections, and the expression of ideas is affected by limited word choice and repetition of the idea of survival, limiting the effectiveness of the response. Evidence is insufficiently explained ("Soil is also useful to give the world beauty"). Overall, the response reflects a limited understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. Although one run-on sentence is present, overall sentence construction is clear and controlled. Capitalization ("Soil," "It," "Without," "That's") and correct punctuation use for contractions ("didn't," "wouldn't," "couldn't," "That's") are evident. The response has few errors, and those errors do not impact the clarity of the writing.

Response 2

we need soil to live because animals eat plants. We eat plants we also eat animals. Plant need to live in soil. Without soil no plants can live. Without plants there is no animals and no animals what will we eat? if we can not eat we will die and there will be no more life on are planet earth. so as you can see we need soil verry much to help us live on a helthly planet named earth.

Organization and Development of Ideas: 2

The writer presents the central idea that “we need soil to live because animals eat plants.” A minimal introduction and an adequate conclusion are present, and the writer uses a cause-effect structure to develop the central idea partially. Evidence is limited but generally relevant to the central idea (“Plant need to live in soil,” “no animals what will we eat”); however, it is insufficiently explained. Word choice is general. Overall, the response reflects partial understanding of the writing purpose.

Conventions: 1

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. Sentences are awkwardly constructed at times (“and [if there are] no animals what will we eat”), which can impact clarity. Capitalization is inconsistent, with some sentences lacking first-word capitalization (“we,” “if,” “so”) and lacking capitalization of proper nouns (“earth”), and there are subject-verb agreement errors (“Plant need,” “there is no animals”). Some spelling mistakes are present (“are [our],” “verry,” “helthly”). The response has several errors, but the reader can understand the writer’s thoughts.

Response 3

Soil is important because without soil we don't have food and if we don't have food we could also die it is also important because the animals will perish because they eat plants and soil grows plants and guess what soil lies beneath sidewalks and roads so if we don't have soil we wouldn't have sidewalks or roads and soil covers most of earth's land. Do you love beaches? Well I bet you do well with soil we have beaches yes you may ask so sand is a soil of course it is a loose rough commonly near bodies of water type of soil soil is very important because of all these things soil actually brings earth to life without soil we will be dead so let's appreciate soil it screeches under earth's surface in gardens and grass. And most important without soil scientist can't study it or they won't even know what it is since it is non-existing to earth and that won't be good because what is the soil comes back to earth and they still don't study about. So soil is more than SUPER IMPORTANT it is the definition of SUPER IMPORTANT. So please don't take soil away it is very important to earth and without it we could sadly die and animals like groundhogs would die because they literally live in soil so they will perish since their home is gone.

Organization and Development of Ideas: 3

The writer presents a clear central idea ("Soil is important because without soil we don't have food") that is fully developed. The organizational structure is effective and supports the logical development of the central idea. There is a clear introduction (the central idea) and a conclusion that reinforces the importance of soil, and the writer uses a cause-effect structure throughout the response to focus on the central idea. The body of the response provides a variety of relevant text-based evidence ("soil lies beneath sidewalks and roads"; "soil covers most of earth's land"; "sand is a soil of course it is a loose rough commonly near bodies of water type of soil"; "it screeches under earth's surface in gardens and grass"; "groundhogs would die because they literally live in soil") that is developed in relation to the broader central idea of needing soil to survive. Word choice is generally purposeful, and sentences effectively convey the writer's ideas. Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. Many sentences are run-ons ("So soil is more than SUPER IMPORTANT it is the definition of SUPER IMPORTANT"). Missing punctuation throughout the response includes compound sentence structures lacking a comma ("we don't have food and if we don't have food . . ."). Errors in capitalization are also present ("earth's land" and "I bet you do"). There are spelling errors throughout the response ("because," "also," "don't," "wouldn't," "commonly," "actually," "appreciate," "screeches," "definition," "literally"). The response has many errors, and these errors impact the clarity of the writing and the reader's understanding of the writing.

Score Point 4

Response 1

Soil is important to earth because in paragraph 8 it said, plants need soil to grow. Animals eat plants. Without soil there will be no food! And in paragraph 5 it said soil brings life to Earth. And in paragraph 6 it said many animals live in soil, too. Wriggling worms and burrowing groundhogs could not live without it. So it is very important but without soil we would not be alive. The Earth needs soil to live and we need soil to live.

Organization and Development of Ideas: 2

The writer presents the central idea that “Soil is important to earth because . . . plants need soil to grow.” An introduction and conclusion are present. The response includes relevant text-based evidence (“plants need soil to grow. Animals eat plants. Without soil there will be no food”; “soil brings life to Earth”; “many animals live in soil, too. Wriggling worms and burrowing groundhogs could not live without it”) that supports the central idea, but it is insufficiently explained. At times word choice is repetitive (“live,” “alive,” “life”; “without soil”). Overall, the response reflects partial understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. Some punctuation is missing where the writer has provided more complex sentences, such as quoted text and a compound sentence (“So it is very important but without soil . . .”). One capitalization error (“earth”) is also present. These few errors do not impact the clarity of the writing.

Response 2

Soil is important to earth because it helps plants grow. And we need plants for food and for humans and animals. If we did not have soil then we wont survive. It is also important because there is important types of soil and people use it for alot diffrent things. People use sand soil because it is an important part of concrete. the United States hase silt soil. And people use clay soil to make pottery. Soil is also important couse it is made from natures ingrediants. Soil grows plant with help of other things. And the plants that soil grows also grows food for people and animals. There is also diffrent descriptions for sand soil silt soil and for clay soil. Sand soil is loose and roughit is also commonly near of in bodies of water. Silt soilis light and dusty and is moves easily in flowing water. And clay soil is sticky and smooth and becomes hard once it looses water.

Organization and Development of Ideas: 3

The writer presents the clear central idea that "Soil is important to earth because it helps plants grow." The response further explains that soil is used "for alot diffrent things." The focus is consistent throughout the essay, creating a unified response that focuses on the central idea and the importance and uses of soil. Relevant evidence is used to support the central idea ("we need plants for food and for humans and animals. If we did not have soil then we wont survive"; "And the plants that soil grows also grows food for people and animals"), as well as the secondary idea of its many uses ("People use sand soil because it is an important part of concrete"; "And people use clay soil to make pottery"). The writer uses specific words to purposefully convey the information from the article. The conclusion is weak, but holistically this response maintains focus on the central idea. Overall, the response reflects a thorough understanding of the writing process.

Conventions: 1

The writer demonstrates an inconsistent command of grade-level-appropriate conventions, including improper sentence construction due to problems with subject-verb agreement ("there is important types," "There is also diffrent descriptions"), missing words ("alot [of] diffrent," "with [the] help"), and awkwardly constructed sentences ("grows also grows," "near of in"). Some punctuation errors ("wont," "natures," "sand soil silt soil," "roughit"), and spelling errors ("because," "alot," "diffrent," "hase," "couse," "ingrediants," "looses") are evident. However, sentences are constructed correctly, and the reader can understand the writer's thoughts.

Score Point 5

Response 1

Soil is important to all living things in ways you might not know.Plants need nutrients and water to survive.The only way they can do so is by useing their roots to take nutrients and water from the soil.If we did not have soil no plants would survive.We would not survive as well.We would not survive because plants make food for us and if there was no nurtrients in soil we would have no food.So if anyone ever says dirt is gross remind yourself that dirt is soil and if we did not have it we would not survive.

Organization and Development of Ideas: 3

The writer presents the clear central idea that “Soil is important to all living things in ways you might not know.” The introduction is limited to only the central idea, but the writer does include an effective conclusion. Relevant text-based evidence (“Plants need . . . The only way they can do so is by useing their roots to take nutrients and water from the soil”; “If we did not have soil no plants would survive.We would not survive as well”) is presented that logically develops the central idea. Word choice is effective and enhances the response (“nutrients,” “survive,” “gross”). Overall, the response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. Sentence construction is generally correct with a few errors in punctuation when creating more complex sentences (“If we did not have soil no plants would . . .”; “plants make food for us and if there was no nurtrients in soil . . .”). Capitalization is correct and there is only one spelling error (“nurtrients”). Although the response has a few errors, these errors do not impact the clarity of the writing.

Response 2

Without soil we cant live! Did you know soil brings us plants? I didnt! Without soil we nor the animals would be on earth right now! Without soil the earth would be non-living! The earth would be just like all the others! I mean you cant live on any other planit! Without soil we would have any plants! And without plants thats means no veggies or fruits! I dont think anyone can live without those. Whats soil made out of? Soil is made feom rocks,air, and water! Soil is filled with dead plant parts and insects and animals! Humus is the magic ingredient in soil! Humus is the whole point of soil feeding animals! You might ask, What is humus? Well, humus is a ingredient in soil that feed the animals! Humus is made from falling leaves,twigs,and dead insects. As all of that rots they all will change into rich, black humus. Without all this stuff inside the soil, we nor animals wouldnt be on earth! Thank you for reading.

Organization and Development of Ideas: 3

The writer presents the clearly identifiable central idea (“Without soil we cant live”). The writer provides a clear introduction and ends the response with an effective conclusion (“Without all this stuff inside the soil, we nor animals wouldnt be on earth”). Ideas are connected logically throughout the response and effectively support the central idea. The writer paraphrases ideas from the text and provides relevant evidence (“Without soil we would have any plants! And without plants thats means no veggies or fruits”; “Soil is made feom rocks,air, and water”; “humus is a ingredient in soil that feed the animals! Humus is made from falling leaves,twigs,and dead insects”) to support the central idea. Word choice is purposeful (“nor,” “non-living,” “I mean you cant live on any other planit,” “Humus is the magic ingredient in soil”) and emphasizes the central idea of the essay. Overall, this response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. Many complex sentences are correctly constructed. However, some grammatical errors (“we would have any,” “thats means,” “a ingredient,” “that feed”), missing apostrophes (“cant,” “didnt,” “dont,” “Whats,” “wouldnt”), and two misspellings (“planit,” “feom”) are evident. While the response has a few errors, these errors do not impact the clarity of 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

1. We can stop thowing trash anywhere we want.2 We can use bags from the stores as trash bags.3 We can stop wasting food water and other inporite stuff.

Response 2

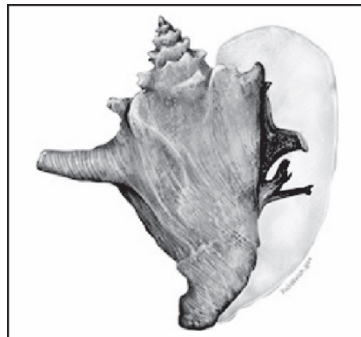
When it rain’s we stay inside so we won’t get wet and if we are sick we have to stay inside or we will get even more sick.1When it snow we have to put on are snow clothe so we won’t get cold to play outside in the snow we have to put on are snow boots,2 are snow glove,3 a beany and are snow jackit and we could make a fire or hot coco so we can stay dry when it rains and we can stay warm for winnter and not be cold and wet.4 So we won’t get the flu so we can come to school.5

More Than Air

- 1 Take a minute to think about wind instruments. Flutes, trumpets, or tubas may come to mind. Long ago, beach shells and dragon-shaped tubes were used as instruments. Although they make a sound, music was not their only purpose.

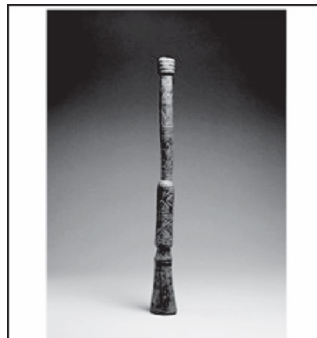
Talking without Words

- 2 Conch shells are likely the world's first wind instruments. They were used to communicate, or talk, with other people. These are now known as signal instruments. Villagers would find empty shells on the beach. They would pick one up and blow air into it. The sound of the shell depended on the size.



Conch Shell from the
Virgin Islands

FishWatch.gov



Animal Horn (Bone Trumpet)
from Colombia

Purchase, Frederick M. Lehman Bequest,
2004/Metropolitan Museum of Art

- 3 The sound could be heard from far away. It would let people know when new visitors were coming or old friends were returning to the village. Island fisherfolk used conch shells to let people know they were arriving with fresh fish.

Bringing Groups Together

- 4 Signal instruments can be used to celebrate. Some events are started by the sound of a horn. Conch shells are used in Hawaiian weddings. In India, trumpets are used to begin festivals.

- 5 The horn can tell people to gather as a group too. In the past, marching flutes kept time for royal guards while they walked. Today, marching instruments are played while people move together.

A Beautiful Sight

- 6 People became creative with making instruments. They carved wood, melted metal, and painted instruments. People molded instruments into heads of imaginary animals.
- 7 In northwestern America, wood whistles were shaped like little birds. Artists carved dragons with open mouths. They were inspired by folktales. Pictures from stories came to life with sound.

Get Inspired!

- 8 Instruments have many different uses. Next time you see a wind instrument, think about what you would do with it. Would you rather use it to speak to others or as art to tell a story? The possibilities are endless.

Grade 3 Reading Short Constructed Response

Prompt

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

What is the most likely reason the author wrote the article “More Than Air”? Support your answer with evidence from the article.

Item-Specific Rubric

Score: 2

Exemplar:

A complete response will provide one of the following explanations about the reason the author wrote the article "More Than Air":

- To get the reader to think differently about wind instruments
- To explain what wind instruments were used for in the past

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:

- Take a minute to think about wind instruments. (paragraph 1)
- They were used to communicate, or talk, with other people. (paragraph 2)
- Next time you see a wind instrument, think about what you would do with it. (paragraph 8)

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 reason the author wrote the article "More Than Air."

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 author rote thsi article to intertan us about how two people go into the woods to look at fireflys.

The writer states, "to intertan us about how two people go into the woods to look at fireflys." The response is incorrect because it is not based on the article "More Than Air." The writer has not provided information from the correct article.

Response 2

you can learn about nature.

The writer states, "you can learn about nature." The response is invalid because it is too vague and provides a general answer about what can be learned from the article, not the most likely reason the author wrote the article. In addition, the writer does not provide supporting evidence from the article.

Response 3

I think the author wrote this story becaues people neen air

The writer states, "becaues people neen air." The response is incorrect because it does not clearly answer the question. In addition, the writer does not provide evidence from the article to support the answer.

Response 4

The author most likely made the article more than air to show you that the things about the ocean.

The writer states, "to show you that the things about the ocean." The response is not valid because the response is vague and does not clearly answer the question as to why the author wrote the article. In addition, the writer does not provide evidence from the article to support the answer.

Score Point 1

Response 1

To tell us more about wind instruments back then.

The writer states the most likely reason the author wrote this article is "To tell us more about wind instruments back then." This is an acceptable answer that demonstrates a clear understanding of the author's reason for writing the article. However, the writer does not include evidence from the article to support the answer.

Response 2

I believe that the author wrote the article "*more than air*" to inform readers about wind instruments. because it's mostly talking about wind instruments.

The writer states the most likely reason the author wrote this article is "to inform readers about wind instruments." This is an acceptable answer that demonstrates a clear understanding of the author's reason for writing the article. The writer further explains the reason by stating, "it's mostly talking about wind instruments"; however, this is not relevant evidence from the article to support the answer.

Response 3

To tell the readers what music and communicating was like back then. And tell what the instruments were for and what they meant.

The writer provides two valid answers for the most likely reason the author wrote this article ("To tell the readers what music and communicating was like back then"; "tell what the instruments were for and what they meant"). These are acceptable answers that demonstrate a clear understanding of the author's reason for writing the article. However, the writer does not include evidence from the article to support either answer.

Response 4

The author wrote the text "*More than air*" so you can learn about wind instruments this is because the text gives me facts about wind instruments.

The writer states, "so you can learn about wind instruments." This is an acceptable answer that demonstrates a clear understanding of the author's reason for writing the article. The writer further explains the reason by stating "because the text gives me facts about wind instruments"; however, this is a general statement and not relevant evidence from the article to support the answer.

Score Point 2

Response 1

The reason the author wrote the article is because it is to tell people about wind instruments because in paragraph 2 line 1 – 2 it said conch shells are likely the world’s first wind instrument. They were used to communicate, or talk.

The writer states the most likely reason the author wrote this article is “to tell people about wind instruments.” This is an acceptable response and includes relevant evidence from the article to support the answer (“conch shells are likely the world’s first wind instrument. They were used to communicate, or talk”).

Response 2

The author wrote it because he/she wanted to tell everyone about super cool wind instruments and cool things about them. The author told good facts like “Conch shells are likely the world’s first wind instruments.” The author showed that wind instruments are so cool.

The writer states the most likely reason the author wrote this article is “to tell everyone about super cool wind instruments and cool things about them.” This response is acceptable and includes relevant evidence from the article to support the answer (“Conch shells are likely the world’s first wind instruments”).

Response 3

The author wrote the article “More Than Air” because they wanted you to learn about two instruments and how to use them. In paragraph #2 it says “conch shells are likely the world’s first wind instruments they were used to communicate, or talk, with other people”. This shows that conch shells were the first wind instrument. According to the author in paragraph #3 it says “The sound could be heard from far away, it would let people know when new visitors were coming or old friends were returning”. In conclusion the instruments are useful.

The writer states the most likely reason the author wrote this article is “to learn about two instruments and how to use them.” This response is acceptable and includes two relevant pieces of evidence to support the answer (“conch shells are likely the world’s first wind instruments they were used to communicate, or talk, with other people”; “The sound could be heard from far away, it would let people know when new visitors were coming or old friends were returning”).

Response 4

The author wrote the article “More Than Air” to inform you about the history of wind instruments. The author wrote “Conch shells are likely the world’s first wind instruments. They were used to communicate, or talk, with other people.”
This is why the author wrote the article “More Than Air”.

The writer states the most likely reason the author wrote this article is “to inform you about the history of wind instruments.” This response is acceptable and includes relevant evidence from the article to support the answer (“Conch shells are likely the world’s first wind instruments. They were used to communicate, or talk, with other people”).

Grade 3 Writing Short Constructed Response

Grade 3 Writing Short Constructed Response

Passage: "Making a New Kind of Pizza"

Original Paragraph:

(1) Have you ever had a Mexican pizza? (2) This special dish is put together just like a pizza. (3) It tastes more like a taco. (4) I learned how to make one last week. (5) It has quickly become one of my favorite foods.

Prompt

Archie wants to combine the ideas in sentences 2 and 3. In the space provided, write a new sentence that combines these ideas in a clear and effective way.

Item-Specific Rubric

Score: 1

The response is a complete sentence that combines the ideas in a clear and effective way.

Score: 0

The response is not a complete sentence, or it does not express the ideas in a clear and effective way.

Sample Student Responses

Score Point 0

Response 1

this pizza taste like a taco.

This response does not combine the two sentences in a clear and effective way. Essential details (“dish is put together just like a pizza”) from sentence 2 are missing.

Response 2

mexican pizza is a vary special dish me and my mom it is put together just like a pizza!

This response does not combine the two sentences in a clear and effective way. Essential details from sentence 3 are missing (“tastes more like a taco”), and the writer adds irrelevant information (“me and my mom”) that makes the sentence unclear.

Response 3

this special dish is put together like a taco and it taste like pizza.

This response does not combine the sentences in a clear and effective way. The writer reverses the order of the original information (“put together like a taco . . . taste like pizza”), which changes the meaning.

Response 4

This special dish is put together just like a pizza, it tastes more like a taco.

This response does not provide a clear and effectively combined single sentence. The writer replaces the period after sentence 2 with a comma but does not include a conjunction such as “and” or “but” to connect the two original sentences. Only changing the period to a comma in this way is insufficient to effectively combine the sentences.

Score Point 1

Response 1

This special dish is put together just like a pizza, but it tastes more like a taco with pizza ingredients.

This response provides a clear and effective sentence by joining the two sentences with a comma and a correct conjunction ("but"). The extraneous information ("with pizza ingredients") does not change the meaning or affect the score.

Response 2

The sentence 2 and 3 combined form, This special dish is put together just like a pizza, but it tastes more like a taco. It said {2} This special dish is put together just like a pizza. {3} It tastes more like a taco.

This response is not penalized for attempting to rewrite the directions and/or including the stimulus. The writer clearly and effectively combines the ideas together in the second sentence of the response ("This special dish is put together just like a pizza, but it tastes more like a taco") by adding a comma and the conjunction "but" between the two sentences.

Response 3

This special dish is put together just like a pizza, even though it tastes more like a taco.

This response provides a clear and effective combined sentence. The writer's use of "even though" is an acceptable equivalent to the conjunction "but" and effectively joins the ideas together.

Response 4

This special dish is put together just like a pizza, but it tastes more like a taco.

This response provides a clear and effective combined sentence by using a comma before a correct conjunction ("but") to join the sentences together.