Accompanying Guide to New Question Type Samplers: Reading Language Arts (RLA)

Table of Contents

This document provides a guide to navigating the new question type samplers, including scoring and reporting information

All example questions in this guide are from the new question type samplers, which are available here: [new question type samplers](#)

Information provided in this document is subject to change following results from the Spring 2022 field test.

Please note the following about the new question type samplers:

- Sampler results are not predictive of student performance on the STAAR assessment, and instructional interpretations should not be made from the question type sampler results.

- Constructed response questions in the samplers will not be scored because they are handscored.

- Not all new question types in the samplers will appear on every STAAR test every year.

Additional information and resources about the STAAR assessment are available here: [STAAR Test](#)

State and federal laws require a redesign of Texas's state summative assessment (STAAR), effective 2022–2023

Assessments provide educators and parents with helpful information to support strong teaching and guide students to their full potential.

STAAR is a summative assessment that serves several primary purposes, including determining student mastery of TEKS, determining effectiveness of curriculum and instruction programs, helping determine which individual students should receive additional holistic supports, and serving as a bar for rigor and standards alignment in planning.

State and federal laws require a redesign of Texas's state summative assessment (STAAR), effective 2022–2023, that will ensure STAAR is more aligned with how students are learning in the classroom.

One component of the redesign is the addition of new, non-multiple-choice questions to meet a 75% cap on multiple-choice questions.

Any new question type will need to be able to meet our existing rigorous requirements for STAAR questions AND provide additional benefits

New questions will need to meet our existing rigorous requirements for STAAR, including:

- Valid statistics from field tests

- Alignment with TEKS

- Grade-level appropriateness

- Lack of bias

- Accessibility for all students

- Review and approval from a group of Texas educators who teach the grade level and agree students should be able to answer these questions at the end of the year

TEA has worked closely with educators to determine which new question types best support students:

- **600** educators participated in focus groups on new question types

- **92%** of educators agree that the new question types allow students to better demonstrate their knowledge

- **89%** of educators believe that the new question types are more engaging for students

- **80%+** of educators agree that new question types will impact instructional planning

The following new question types may be included in the specified Reading Language Arts (RLA) tests starting in Spring 2023

*Question Type	Question Type Description	STAAR RLA Test Titles
Text entry	Student responds by typing a brief string of text such as a number, word, or phrase.	Grades 6-8 EOC
Hot text	Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.	Grades 3-5
Inline Choice	Student selects the correct answer(s) from one or more drop-down menu(s).	Grades 3-8 EOC
Multipart	Student responds to a two-part question where Parts A and B are scored separately. In many cases, Part B asks students to give evidence or explain their thinking for their answer to Part A.	Grades 3-8 EOC
Match table grid	Student matches statements or objects to different categories presented in a table grid.	Grade 8 EOC
Multiselect	Student can select more than one correct answer from a set of possible answers.	Grades 3-8 EOC
Short constructed response	Reading: Student gives a brief explanation in their own words to demonstrate their understanding of content. Writing: Student demonstrates proficiency in the skill being assessed by constructing a sentence that corrects a revising or editing error.	Grades 3-8 EOC
Extended constructed response	Student writes an in-depth response by explaining, analyzing, and evaluating, information provided in a reading selection or stimulus.	Grades 3-8 EOC

*Not all new question types will appear on every test every year

Maximum possible points per question

- 2 points
- 1 or 2 points dependent upon question
- Constructed responses are graded on a rubric greater than or equal to 2 points
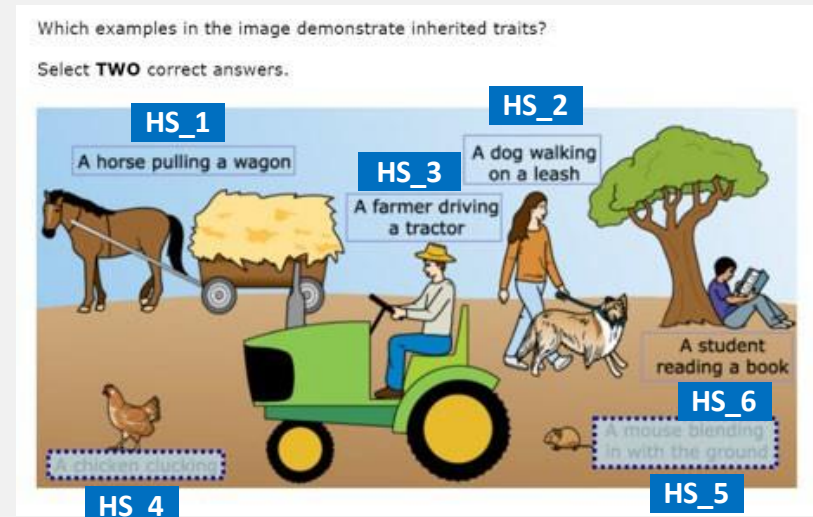
How new question types are reported in the data file

Districts are provided a data file that details student's answers at an aggregate level:

- Actual value or texts will appear in the data file for items such as inline choice or multiple select items.

- For new question types such as match table grid or hot spot items, answer choices will be given identifiers.

- Student responses will not be transformed into a data file for some items such as graphing or number line.

- Data files will be delivered to district users' TIDE secure inbox.

Sample data file output: Identifiers

- **For this hot spot item, each answer choice is given a corresponding identifier. In a data file, it will appear that the student selected HS_4, HS_5 (hot spot answer choice 4 and hot spot answer choice 5) for this item.**

Which examples in the image demonstrate inherited traits?

Select **TWO** correct answers.

HS_1 — A horse pulling a wagon
HS_2 — A dog walking on a leash
HS_3 — A farmer driving a tractor
HS_4 — A chicken clucking
HS_5 — A mouse blending in with the ground
HS_6 — A student reading a book

Scoring and Reporting
Information Each New
Question Type

Overview of the scoring and reporting guide

The remainder of this resource includes information about scoring and reporting for each new question type on RLA tests.

The first slide for each new question type is an overview that includes a definition, the possible points for the question type, and the grades which may include the question type.

Then, one to two examples of the new question type are given. Each example includes a set of slides:
- Student view slides: Student view that includes the question prompt and what the student will see when they select their answer. Example student responses for each possible number of points will also be given.
- Teacher view slide: Teacher view in the reporting system that includes the scoring model for the question type, the correct answer to the example question, and the score of the student answering the example question.

Question Type: Text Entry
Question Type Overview

Description: Student responds by typing a brief string of text such as a number, word, or phrase.

Point value: These questions are worth 1 point.

RLA tests that may include these questions: Grades 6-8 and EOC

Question Type: Text Entry
Example #1: Student View

This example is question #10 in the English I EOC sampler.

10

GUEST, GUEST

Enter your answer in the box.

In paragraph 9, the word *debut* means [   ].

Question Type: Text Entry #1
Example #1: Student view

This is what the student will see when they enter the correct answer in the space (1 point).

Enter your answer in the box.

In paragraph 9, the word *debut* means first appearance .

This student did not enter the correct answer (0 points).

Enter your answer in the box.

In paragraph 9, the word *debut* means team .

Question Type: Text Entry
Example #1: Teacher view

The scoring model for this text entry question is:

- To obtain full credit (1 point), the student will correctly define "debut."

- Students will receive 0 points if the definition is missing or incorrect.

In this example, the student chose the correct answer, so they received full credit (1 point).

Question Type: Hot Text
Question Type Overview

Description: Student cites evidence by selecting highlighted text in a sentence, paragraph, or extended reading.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response.

RLA tests that may include these questions: Grades 3-5

Question Type: Hot Text
Example #1: Student view

This example is question #7 in the Grade 3 sampler.

Question Type: Hot Text #1
Example #1: Student view

This is what the student will see when they select the correct answer (1 point).

This student did not select the correct answer (0 points).

Select the correct answer.

But all I can do
is watch you go round
and round
20 in the little window,
tumbling in the suds,
like me
when I'm caught
in an ocean wave.

Select the correct answer.

But all I can do
is watch you go round
and round
20 in the little window,
tumbling in the suds,
like me
when I'm caught
in an ocean wave.

Question Type: Hot Text
Example #1: Teacher view

The scoring model for this hot text question is:

- To obtain full credit (1 point), the student will correctly select the line that best shows the speaker stays close to the pants even when he is not wearing them.

- Students will receive 0 points if the selection is missing or incorrect.

In this example, the student chose the correct answer, so they received full credit (1 point).

Question Type: Hot Text
Example #2: Student view

This example is question #7 in the Grade 4 sampler.

Question Type: Hot Text #2
Example #2: Student view

This is what the student will see when they select the correct answer (1 point).

This student did not select the correct answer (0 points).

7162
Violet Smith

In lines 40 through 50, which line best expresses a theme of the play?

Select the correct answer.

40 **NARRATOR:** Herbie raced into the house and grabbed a book off the coffee table. Mr. Jones, who had just shaved, walked toward the door. Herbie looked up and noticed he still had some soap around his ears.

41 **HERBIE:** Morning, Dad.

42 **MR. JONES:** Morning, Herbie. Nice to see you reading. Guess I better check on the mail. [*Starts to groan.*] Let's see, what's in this mess . . . Whistleman's Department Store, Occupant. HEY, HERBIE!

43 **HERBIE:** [*Hopeful.*] Yeah?

44 **MR. JONES:** You got a postcard. Your teacher said you were the only student to get a hundred percent on your spelling bonus.

45 **HERBIE:** YAHOO!

46 **MR. JONES:** That's the best news I've found in the mail in a long time.

47 **NARRATOR:** Monday morning right after the Pledge of Allegiance, Miss Pinkham asked . . .

48 **MISS PINKHAM:** Will the one person who received the ONLY postcard please rise?

49 **NARRATOR:** Everyone looked at Annabelle.

50 **ANNABELLE:** I . . . I forgot to capitalize Connecticut.

7162
Violet Smith

In lines 40 through 50, which line best expresses a theme of the play?

Select the correct answer.

40 **NARRATOR:** Herbie raced into the house and grabbed a book off the coffee table. Mr. Jones, who had just shaved, walked toward the door. Herbie looked up and noticed he still had some soap around his ears.

41 **HERBIE:** Morning, Dad.

42 **MR. JONES:** Morning, Herbie. Nice to see you reading. Guess I better check on the mail. [*Starts to groan.*] Let's see, what's in this mess . . . Whistleman's Department Store, Occupant. HEY, HERBIE!

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45 **HERBIE:** YAHOO!

46 **MR. JONES:** That's the best news I've found in the mail in a long time.

47 **NARRATOR:** Monday morning right after the Pledge of Allegiance, Miss Pinkham asked . . .

48 **MISS PINKHAM:** Will the one person who received the ONLY postcard please rise?

49 **NARRATOR:** Everyone looked at Annabelle.

50 **ANNABELLE:** I . . . I forgot to capitalize Connecticut.

Question Type: Hot Text
Example #2: Teacher view

The scoring model for this hot text question is:

- To obtain full credit (1 point), the student will correctly select the line that best expresses the theme of the play.

- Students will receive 0 points if the selection is missing or incorrect.

In this example, the student chose the correct answer, so they received full credit (1 point).

Question Type: Multipart
Question Type Overview

Description: Student responds to a two-part question where Parts A and B are scored separately. In many cases, Part B asks students to give evidence or explain their thinking for their answer to Part A.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response.

RLA tests that may include these questions: Grades 3-8 and EOC

Question Type: Multipart
Example #1: Student view

This example is question #3 in the Grade 5 sampler.

This is what the student will see when they select the correct answer for both Part A and Part B (2 points).

Question Type: Multipart #1
Example #1: Student view

This student selected a correct answer for Part A and an incorrect answer for Part B (1 point).

This student did not select the correct answer to Part A (0 points).

This question has two parts. First, answer Part A. Then answer Part B.

Part A

Which important idea is explained in **BOTH** the article "The Cholla Cactus" and the poem "Cactus Wren"?

● Many animals make their homes inside of the cholla cactus.

Ⓑ Birds sing from the cholla cactus when other animals are asleep.

Ⓒ The cholla cactus provides moisture for some desert wildlife.

Ⓓ The cholla cactus is used as a food source for some animals and people.

Part B

Which lines from the poem support the answer to Part A?

Ⓐ On the hottest
summer afternoons
when desert creatures
look for shade (lines 1–4)

● I sit high on a cactus
and fling
my loud ringing trill
out to the sun . . .

over and over
again. (lines 8–13)

Ⓒ is a stickery branch
in a cactus thicket.

I like thorns
in all directions. (lines 21–24)

Ⓓ It is so good a nest
that when we leave it
other creatures
will move in—
a family of crickets
or a cactus-climbing mouse. (lines 31–36)

This question has two parts. First, answer Part A. Then answer Part B.

Part A

Which important idea is explained in **BOTH** the article "The Cholla Cactus" and the poem "Cactus Wren"?

Ⓐ Many animals make their homes inside of the cholla cactus.

● Birds sing from the cholla cactus when other animals are asleep.

Ⓒ The cholla cactus provides moisture for some desert wildlife.

Ⓓ The cholla cactus is used as a food source for some animals and people.

Part B

Which lines from the poem support the answer to Part A?

Ⓐ On the hottest
summer afternoons
when desert creatures
look for shade (lines 1–4)

Ⓑ I sit high on a cactus
and fling
my loud ringing trill
out to the sun . . .

over and over
again. (lines 8–13)

Ⓒ is a stickery branch
in a cactus thicket.

I like thorns
in all directions. (lines 21–24)

● It is so good a nest
that when we leave it
other creatures
will move in—
a family of crickets
or a cactus-climbing mouse. (lines 31–36)

Question Type: Multipart
Example #1: Teacher view

The scoring model for this multipart question is:

- To obtain full credit (2 points), the student will correctly answer Part A and Part B.

- To obtain partial credit (1 point) the student will correctly answer only Part A.

- Students will receive 0 points if the answer to Part A is missing or incorrect.

In this answer, the student chose the correct answers for both Part A and Part B, so they received full credit (2 points).

Question Type: Match Table Grid
Question Type Overview

Description: Student matches statements or objects to different categories presented in a table grid.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response.

RLA tests that may include these questions: Grade 8 and EOC

Question Type: Match Table Grid
Example #1: Student view

This example is question #8 in the English I EOC sampler.

This is what the student will see when they select the correct answer for every row (2 points).

8

GUEST, GUEST

Which groups are most likely the intended audience of the article?

Select the correct answer in each row.

Group	Intended Audience	Not the Intended Audience
Coaches who are looking for tips on coaching a winning team	☐	☐
Readers who want to learn more about a unique high school experience	☐	☐
Parents who want their children to receive sports scholarships	☐	☐
Baseball fans who are demanding stronger baseball players	☐	☐
Student-athletes who want to improve their sports abilities	☐	☐

Select the correct answer in each row.

Group	Intended Audience	Not the Intended Audience
Coaches who are looking for tips on coaching a winning team	☐	☑
Readers who want to learn more about a unique high school experience	☑	☐
Parents who want their children to receive sports scholarships	☐	☑
Baseball fans who are demanding stronger baseball players	☐	☑
Student-athletes who want to improve their sports abilities	☑	☐

Question Type: Match Table Grid #1
Example #1: Student view

This student selected two incorrect answers (1 point).

Select the correct answer in each row.

Group	Intended Audience	Not the Intended Audience
Coaches who are looking for tips on coaching a winning team	☑	☐
Readers who want to learn more about a unique high school experience	☑	☐
Parents who want their children to receive sports scholarships	☐	☑
Baseball fans who are demanding stronger baseball players	☑	☐
Student-athletes who want to improve their sports abilities	☑	☐

This student selected three incorrect answers (0 points).

Select the correct answer in each row.

Group	Intended Audience	Not the Intended Audience
Coaches who are looking for tips on coaching a winning team	☐	☑
Readers who want to learn more about a unique high school experience	☐	☑
Parents who want their children to receive sports scholarships	☐	☑
Baseball fans who are demanding stronger baseball players	☑	☐
Student-athletes who want to improve their sports abilities	☐	☑

Question Type: Match Table Grid
Example #1: Teacher view

The scoring model for this match table grid question is:

- To obtain full credit (2 points), the student will correctly classify all five groups as either the intended audience or not the intended audience of the article.

- To obtain partial credit (1 point) the student will correctly classify three or four groups.

- Students will receive 0 points if three or more classifications are missing or incorrect.

In this example, the student chose the correct answer for every row, so they received full credit (2 points).

Question Type: Multiselect
Question Type Overview

Description: Student can select more than one correct answer from a set of possible answers. Student will not be allowed to select more than the specified number of correct answers asked for within an individual question.

Point value: These questions can be worth a maximum of 2 points with the possibility of receiving 1 point for a partially correct response.

RLA tests that may include these questions: Grades 3-8 and EOC

Question Type: Multiselect
Example #1: Student view

This example is question #1 in the Grade 3 sampler.

This is what the student will see when they select two correct answers (2 points).

1

GUEST, GUEST

What are the most likely reasons the author includes the photograph in the article?

Select **TWO** correct answers.

☐ To help the reader see how large Big Tex is

☐ To show the reader how Big Tex was built

☐ To help the reader see how Big Tex moves

☐ To show the reader how Big Tex is dressed

☐ To help the reader see how famous Big Tex is

Select **TWO** correct answers.

☑ To help the reader see how large Big Tex is

☐ To show the reader how Big Tex was built

☐ To help the reader see how Big Tex moves

☑ To show the reader how Big Tex is dressed

☐ To help the reader see how famous Big Tex is

TEA | TEXAS ASSESSMENT
Texas Education Agency

Question Type: Multiselect #1
Example #1: Student view

The student selected one correct answer and one incorrect answer (1 point).

The student did not select any correct answers (0 points).

Select **TWO** correct answers.

- ☑ To help the reader see how large Big Tex is
- ☐ To show the reader how Big Tex was built
- ☑ To help the reader see how Big Tex moves
- ☐ To show the reader how Big Tex is dressed
- ☐ To help the reader see how famous Big Tex is

Select **TWO** correct answers.

- ☐ To help the reader see how large Big Tex is
- ☑ To show the reader how Big Tex was built
- ☑ To help the reader see how Big Tex moves
- ☐ To show the reader how Big Tex is dressed
- ☐ To help the reader see how famous Big Tex is

Question Type: Multiselect
Example #1: Teacher view

The scoring model for this multiselect question is:

- To obtain full credit (2 points), the student will select two correct reasons the author includes the photograph in the article.

- To obtain partial credit (1 point), the student will select one correct reason the author includes the photograph in the article.

- Students will receive 0 points if both selections are missing or incorrect.

In this example, the student chose two correct answers, so they received full credit (2 points).

Question Type: Multiselect
Example #2: Student view

This example is question #1 in the Grade 6 sampler.

This is what the student will see when they select two correct answers (2 points).

1

GUEST, GUEST | Last Saved: 10:18 PM

Which lines from the poem best support the conclusion that the speaker is familiar with monarch butterfly behavior?

Select **TWO** correct answers.

☐ White dots and black stripes on rust. (line 10)

☐ I know just where you will go, (line 16)

☐ As you ride the breeze to the horizon. (line 17)

☐ Destined to find home in Mexico. (line 20)

☐ Spreading your magic in that new place. (line 25)

Select **TWO** correct answers.

☐ White dots and black stripes on rust. (line 10)

☑ I know just where you will go, (line 16)

☐ As you ride the breeze to the horizon. (line 17)

☑ Destined to find home in Mexico. (line 20)

☐ Spreading your magic in that new place. (line 25)

Question Type: Multiselect #2
Example #2: Student view

The student selected one correct answer and one incorrect answer (1 point).

The student did not select any correct answers (0 points).

Select **TWO** correct answers.

- ☐ White dots and black stripes on rust. (line 10)
- ☐ I know just where you will go, (line 16)
- ☑ As you ride the breeze to the horizon. (line 17)
- ☑ Destined to find home in Mexico. (line 20)
- ☐ Spreading your magic in that new place. (line 25)

Select **TWO** correct answers.

- ☑ White dots and black stripes on rust. (line 10)
- ☐ I know just where you will go, (line 16)
- ☑ As you ride the breeze to the horizon. (line 17)
- ☐ Destined to find home in Mexico. (line 20)
- ☐ Spreading your magic in that new place. (line 25)

Question Type: Multiselect
Example #2: Teacher view

The scoring model for this multiselect question is:

- To obtain full credit (2 points), the student will select two lines from the poem that correctly support the conclusion.

- To obtain partial credit (1 point), the student will select one line from the poem that correctly supports the conclusion.

- Students will receive 0 points if both selections are missing or incorrect.

In this example, the student chose two correct answers, so they received full credit (2 points).

Question Type: Short Constructed Response-Reading
Question Type Overview

Description: Student gives a brief explanation in their own words to demonstrate their understanding of content.
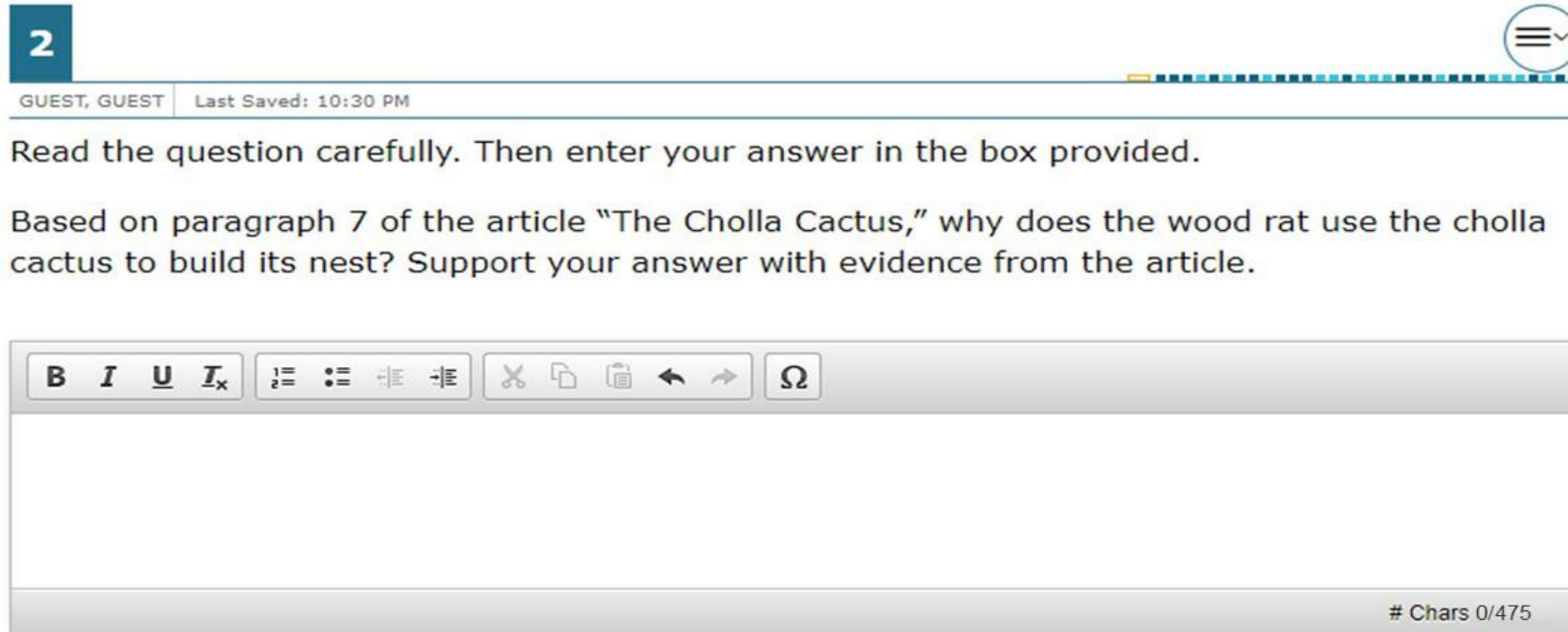
Point value: Short constructed responses are graded on a rubric equal to 2 points.

RLA tests that may include these questions: Grades 3-8 and EOC

Question Type: Short Constructed Response-Reading
Example #1: Student view

This example is question #2 in the Grade 5 sampler.

2

GUEST, GUEST | Last Saved: 10:30 PM

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

Based on paragraph 7 of the article "The Cholla Cactus," why does the wood rat use the cholla cactus to build its nest? Support your answer with evidence from the article.
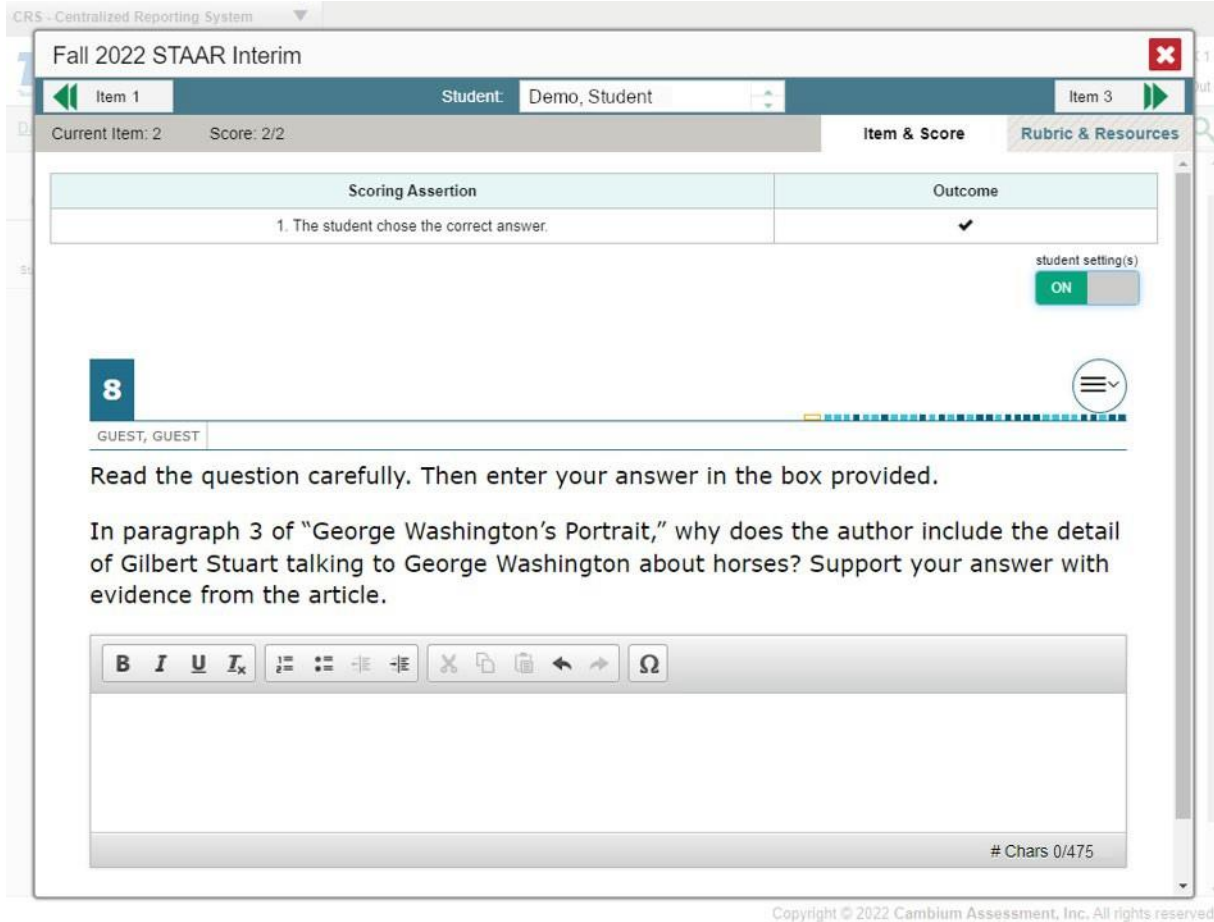
B *I* U T_x | ≔ ≔ | ✂ 📋 ↩ ↪ | Ω

Chars 0/475

Note: More information about constructed response questions, including rubrics and sample student responses, will be available in Fall 2022.

Question Type: Short Constructed Response-Reading
Example #1: Teacher view

The scoring model for this short-constructed-response question is:

- To obtain full credit (2 points), the student will correctly explain why the wood rat uses the cholla cactus to build its nest, using supporting evidence from the article.

- To obtain partial credit (1 point), the student will correctly explain why the wood rat uses the cholla cactus to build its nest without using supporting evidence from the article, or the student will cite relevant text evidence without an accurate answer to the question.

- Students will receive 0 points if the response is incorrect, not passage based, or missing.

A rubric is used to determine the score for a short constructed response. A correct answer to this example will receive 2 points.

Question Type: Short Constructed Response-Reading
Example #2: Student view

This example is question #8 in the Grade 6 sampler.

Note: More information about constructed response questions, including rubrics and sample student responses, will be available in Fall 2022.

Question Type: Short Constructed Response-Reading #2
Example #2: Teacher view

The scoring model for this short-constructed-response question is:

- To obtain full credit (2 points), the student will correctly explain why the author includes the detail of Gilbert Scott talking to George Washington about horses, using supporting evidence from the article.

- To obtain partial credit (1 point), the student will correctly explain why the author includes the detail of Gilbert Scott talking to George Washington about horses without using supporting evidence from the article, or the student will cite relevant text evidence without an accurate answer to the question.

- Students will receive 0 points if the response is incorrect, not passage based, or missing.

A rubric is used to determine the score for a short constructed response. A correct answer to this example will receive 2 points.

Question Type: Short Constructed Response-Writing
Question Type Overview

Description: Student demonstrates proficiency in the skill being assessed by constructing a sentence that corrects a revising or editing error.

Point value: These questions are worth 1 point.

RLA tests that may include these questions: Grades 3-8 and EOC

Question Type: Short Constructed Response-Writing
Example #1: Student view

This example is question #11 in the Grade 7 sampler.

Note: More information about constructed response questions, including rubrics and sample student responses, will be available in Fall 2022.

Question Type: Short Constructed Response-Writing
Example #1: Teacher view

11	12	13	14
✓	✓	✓	✓

11

GUEST, GUEST | Last Saved: 10:37 AM

Rose wants to combine the ideas in sentences 4 and 5. In the space provided, write a new sentence that combines these ideas in a clear and effective way.

B I U Iₓ

Ω

Playing a team sport is one way to get this exercise, but not every kid wants to join a team.

Chars 74/475

The scoring model for this short-constructed-response question is:

- To obtain full credit (1 point), the student will compose a complete sentence that combines the ideas in a clear and effective way.

- Students will receive 0 points if the response is not a complete sentence, or it does not combine the ideas in a clear and effective way.

In this example, the student composed a complete sentence that combined the ideas in a clear and effective way, so they received full credit (1 point).

Question Type: Short Constructed Response-Writing
Example #2: Student view

This example is question #12 in the Grade 8 sampler.

Sentence 8 repeats information. In the space provided, rewrite sentence 8 in a clear and effective way.

B *I* U Iₓ

Chars 0/475

Note: More information about constructed response questions, including rubrics and sample student responses, will be available in Fall 2022.

Question Type: Short Constructed Response-Writing #2
Example #2: Teacher view

The scoring model for this short-constructed-response question is:

- To obtain full credit (1 point), the student will compose a complete sentence that expresses the ideas in a clear and effective way.

- Students will receive 0 points if the response is not a complete sentence or does not express the ideas in a clear and effective way.

In this example, the student composed a complete sentence that expresses the ideas in a clear and effective way, so they received full credit (1 point).

Question Type: Inline Choice-Writing
Question Type Overview

Description: Student selects the correct answer from a drop-down menu.

Point value: These questions are worth 1 point.

RLA tests that may include these questions: Grades 3-8 and EOC

Question Type: Inline Choice-Writing
Example #1: Student view

This example is question #17 in the English II (Grade 10) sampler.

Question Type: Inline Choice-Writing #1
Example #1: Student view

This is what the student will see when they select the correct answer (1 point).

This student did not select the correct answer (0 points).

Select the response that corrects the spelling error in sentence 11.

Records show that in 1890 a man named J. J. Ott assembled a group of rocks from the field and played a concert for the local historical ⬍ society.

Select the response that corrects the spelling error in sentence 11.

Records show that in 1890 a man named J. J. Ott assembled a group of rocks from the field and played a concert for the local historicle ⬍ society.

Question Type: Inline Choice-Writing
Example #1: Teacher view

The scoring model for this inline choice question is:

- To obtain full credit (1 point), the student will choose the correct ___ error in the sentence.

- Students will receive 0 points if the they did not correct the error or if they left it blank.

In this example, the student chose the correct answer, so they received full credit (1 point).

Question Type: Extended Constructed Response
Question Type Overview

Description: Student writes an in-depth response by explaining, analyzing, and evaluating information provided in a reading selection or stimulus.

Point value: Extended constructed responses are graded on a rubric equal to 5 points.

RLA tests that may include these questions: Grades 3-8 and EOC

Question Type: Extended Constructed Response
Example #1: Student view

This example is question #6 in the English I EOC sampler.

Note: More information about constructed response questions, including rubrics and sample student responses, will be available in Fall 2022.

Read the excerpt from "The Namesake." Based on the information from the excerpt, write a response to the following:

Explain how the characterizations of Ashoke and Mrs. Lapidus contribute to the development of the plot in this excerpt.

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

Remember to —

- clearly state your thesis
- organize your writing
- develop your ideas in detail
- use evidence from the 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.

Question Type: Extended Constructed Response
Example #1: Teacher view

The scoring model for this extended-constructed-response question is:

- To obtain full credit (5 points), the student will correctly explain how the characterizations of Ashoke and Mrs. Lapidus contribute to the development of the plot, using supporting evidence from the article.

- To obtain partial credit (1-4 points), answers will vary.

- Students will receive 0 points if the response is incorrect, not passage based, or missing.

A rubric is used to determine the score for an extended constructed response. A correct answer to this example will receive 5 points.

Additional Resources

Additional information about STAAR and STAAR Redesign is available via the following links:

- STAAR Redesign Resources
- STAAR 3-8 Reading Resources
- STAAR English I and II Resources
- STAAR Resources for all Assessments