



State of Texas Assessments of Academic Readiness

Grade 3

Reading Language Arts

Constructed Response
Scoring Guide

Spring 2023

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.

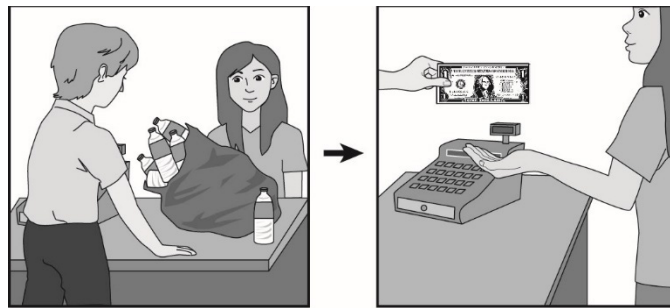
The responses in this guide are actual student responses submitted online during the testing window. To protect the privacy of individual students, all names and other references of a personal nature have been altered or removed. Otherwise, the responses appear as the students wrote them and have not been modified.

Grade 3 Reading Passage with Extended Constructed Response

Read the next two selections and choose the best answer to each question.

Rewards for Recycling

- 1 Many people try to recycle as much as they can. Still, lots of plastic, glass, and other recyclable materials end up in the trash. This means they go to a landfill instead of being used again. City lawmakers need to do more to make sure people recycle. The best way to do that is to reward people for recycling.
- 2 Recycling can be confusing. In some places, plastic, paper, glass, and metal can all go in the same bin. In other places, each material must go in its own bin. Many cities and neighborhoods have their own ways of collecting recycling. In one poll, most people who do not recycle said it is too difficult where they live.
- 3 Rewarding people would give them a reason to make the effort to recycle. Most people know that recycling is good for the planet. But it can be hard to understand how recycling is helpful. The bottles and cans just seem to disappear. A reward gives people a personal benefit.
- 4 People already get rewarded for recycling in some areas. Some U.S. states let people return empty containers in exchange for money. People bring in their bottles and cans for counting. Each item earns them five to fifteen cents. People in these states tend to recycle more than those in other states.



- 5 Cities can give rewards like this to get people to recycle more. One city in Brazil lets citizens trade recyclable items for food. Another idea is to weigh each family's recycling. Then the city can lower their trash bill based on the weight.
- 6 People should recycle because it is the right thing to do. But the truth is, that does not always happen. Local lawmakers should make recycling more fun for everyone by offering rewards. That way, they can help their people and the planet at the same time.

Laws for Less Trash

- 1 We know our city needs to recycle more. A law about recycling can help us do that. Then, recycling will become a regular part of life.
- 2 San Francisco, California, has been successful at getting people to recycle. A law there says that people must sort out recyclables from trash. Each home has a blue recycling bin and a black trash bin. People can choose to have a smaller black bin so they will fill it with less trash. San Francisco sends a lot less of its waste to landfills than most other places in the United States. A law like this could help increase recycling in our city.

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- 3 Another option is to reward people to improve recycling. This is a bad idea. Already, about one of every four items put in a recycling bin is trash that cannot be recycled. Rewards would make this problem worse. People would just want to fill the bin. The recycling company might be unable to sort out the trash. Then, all the items would have to go into a landfill. People would get rewards for recycling even though their items were not truly recycled. This would be like throwing away our city's money.
- 4 People need clear messages about how to recycle. This is true based on a study from 2015. Researchers found that repeated reminders were better than rewards at getting people to recycle more. Such reminders can share other ways to make less trash. People should buy sturdy objects to reuse for a long time. That way, fewer disposable objects will be made in the first place.
- 5 Our city could make less trash than anywhere in the whole world. But we do not need rewards to do it. We just need laws and reminders about recycling correctly.

Grade 3 Extended Constructed Response

Prompt

Read the selections “Rewards for Recycling” and “Laws for Less Trash.” Based on the information in the selections, write a response to the following:

Explain your opinion about why people should or should not be rewarded for recycling.

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

Remember to —

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

Manage your time carefully so that you can —

- review the selections
- 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

Argumentative/Opinion Writing Rubric

Score Point	Development and Organization of Ideas
3	<ul style="list-style-type: none">• Argument/opinion is clear and fully developed The argument/opinion 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 argument/opinion. 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 argument/opinion. 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">• Argument/opinion is present and partially developed An argument/opinion 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 be apparent, but it may not be consistent and may not always support the logical development of the argument/opinion. Sentence-to-sentence connections and clarity may be lacking.• Evidence is limited and may include some irrelevant information The response may include some text-based evidence to support the argument/opinion, but it may be insufficiently explained, and/or some evidence may be irrelevant to the argument/opinion. 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.

<p>1</p>	<ul style="list-style-type: none"> • Argument/opinion is evident but not developed An argument/opinion 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, 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.
<p>0</p>	<ul style="list-style-type: none"> • An argument/opinion 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>
<p>Score Point</p>	<p>Conventions</p>
<p>2</p>	<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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<p>1</p>	<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>
<p>0</p>	<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

they should git it becuae there doing somthing for you and they eraned it and devzerve it i know that you did somthing and then did'nt get it so they eraned it.

Organization and Development of Ideas: 0

In this response the writer offers the unclear claim that “they should git it becuae there doing somthing for you.” No organizational structure is evident, as this response consists of a single run-on sentence. No evidence from the text is provided. Expression of ideas is unclear and incoherent (“they eraned it and devzerve it”; “there doing somthing for you . . . i know that you did somthing”). Overall, this 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

I think we should recycle because this story states very good reasons like, it would help the world to be cleaner. Another one is that you get rewards if you recycle. I think everybody should recycle!

Organization and Development of Ideas: 0

In this response the writer does not present a claim. The writer presents the idea that “I think we should recycle because . . . it would help the world to be cleaner.” This does not address the prompt. No organizational structure is evident. Evidence from the text is unclear and only vaguely related to the writing task (“you get rewards if you recycle,” “everybody should recycle”). Overall, this 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

people should not be rewarded becuse then they might not look at what there gonna throw away and put it in the worng box and if they do they proply will just overfol it

Organization and Development of Ideas: 1

The writer of this response offers the claim that “people should not be rewarded.” An argument is evident but not developed appropriately in response to the writing task. The organization lacks an introduction and conclusion and is limited to connecting ideas with the word *and*. The little text-based evidence presented is insufficiently explained (“they might not look at what there gonna throw away and put it in the worng box”). Word choice is limited (“if they do they proply will just overfol it”) and impedes the quality and clarity of the essay. Overall, this 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 (“what there gonna throw away”) as well as spelling (“becuse,” “there,” “worng,” “proply,” “overfol”). The response has many errors, and these errors impact the clarity of the writing and the reader’s understanding of the writing.

Response 2

the first reson why i think people shuold not be rewardedis becuse i think it is not far is becuse they can just get things form theyr home and they may not be recyiling form the eath and not where some people want them to recycilling

Organization and Development of Ideas: 1

In this response the writer presents the claim that “i think people shuold not be rewardedis becuse i think it is not far.” While an argument is evident, it is not developed appropriately in response to the writing task. Some organization is evident by the presence of transitions (“the first reson,” “and”), but ideas do not always support logical development of the claim. Supporting evidence is lacking sufficient explanation (“they can just get things form theyr home . . .”; “they may not be recyiling form the eath . . .”; “not where some people want them to recycilling”). Word choice is vague (“can just get things form theyr home”; “not where some people want them to recycilling”). Overall, this response reflects a limited 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), no punctuation, and spelling errors (“reson,” “shuold,” “becuse,” “far [fair],” “form [from],” “theyr,” “recycling,” “eath,” “recycilling”). The response has many errors that impact the clarity of the writing and the reader’s understanding.

Score Point 2

Response 1

People shoud get rewards for recycling.Because what is the point if we don't have somethig to work for.It would be pointless to have no reward.It wouldn't be as fun with no reward.It would be more fun with a reward.It would make me want to recycle.We could make a law to sort your trash and your stuf you can recycle.To much stuf gets thone into the sea so we should recycle and having a reward would perswade people to do that.

Organization and Development of Ideas: 1

The writer of this response offers the claim that “People shoud get rewards for recycling.” While a brief introduction and conclusion are present, organization is limited and not always supporting logical development of the claim. Ideas abruptly shift from one to the next (“It wouldn’t be . . . It would make . . . We could . . .”). Evidence is insufficiently explained and irrelevant at times (“We could make a law to sort your trash and your stuf”; “To much stuf gets thone into the sea . . .”). Word choice is vague and repetitive (“It would be pointless to have no reward.It wouldn’t be as fun with no reward.It would be more fun with a reward”). Overall, this response reflects a limited understanding of the writing purpose.

Conventions: 1

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. Sentence construction is limited to mainly simple sentences, along with one awkwardly constructed sentence (“To much stuf gets thone . . . so we should recycle and having a reward would . . .”). Spelling errors are evident (“shoud,” “somethig,” “stuf,” “To [Too],” “thone,” “perswade”). This response has several errors, but the reader can understand the writer’s thoughts.

Response 2

I think pepel sohđ be rewarded for recikling.

pepel sohđ be rewarded for rcikliling in the text it said. "Pepel get rewarded for resikling in some areas".But not a lot of pepel do. This maes pepel sode be rewarded for reciking.

Pepel sohđ get rewarded it wod make them want to do it more. in the text it said " rewarding pepel wood give them a rezen to make a efrt". this meanes pepel sohđ get rewarded for reciking.

In konkloshon pepel shod get rewarded for resiking.

Organization and Development of Ideas: 2

In this response the writer offers the claim that "I think pepel sohđ be rewarded for recikling." A purposeful structure that includes a brief introduction and conclusion is present. Text-based evidence lacks sufficient explanation ("Pepel get rewarded for resikling in some areas'.But not a lot of pepel do"; "rewarding pepel wood give them a rezen to make a efrt"). The expression of ideas is basic at times due to the repetitive word choice ("pepel sohđ be rewarded"; "This maes pepel sode be rewarded"; "Pepel sohđ get rewarded"; "this meanes pepel sohđ get rewarded"). Overall, this response reflects partial understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. Multiple errors in sentence construction, capitalization, and spelling ("pepel," "shod," "recikling," "rcikliling," "resikling," "maes," "sode," "sohd," "wod," "wood [would]," "rezen," "efrt," "meanes," "reciking," "conkloshon," "resiking") impede understanding. 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

I think people should be rewarded because they worked hard to get the plastic and they also helped the earth get cleaner. I think people should not be rewarded because if they got little materials that means that they did not even try to get plastic.

Organization and Development of Ideas: 1

The writer offers the claim that “I think people should be rewarded because they worked hard to get the plastic,” but the claim is not developed appropriately to the task. Organization is weak in this two-sentence response, as the writer shifts focus abruptly (“I think people should not be rewarded because if they got little materials . . .”) and seems to contradict the original argument. Explanation of evidence presented is insufficient (“they worked hard to get the plastic and they also helped the earth get cleaner”). Overall, this response reflects a limited understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. Errors in capitalization, grammar, and spelling are not evident. The response has few errors, and those errors do not impact the clarity of the writing.

Response 2

I do not think people should be rewarded because really it is a simple thing like all you have to do is sort your trash and recycling. I bet you have sorted candy or something without getting a reward. And why would they even think to give rewards I mean like then people will just love reclyng so much but like just make it a reminder because if you put trash in the recyling people will have to sort that out unless you put to much trash then people will just put it in the landfill. That is my reason why people do not need rewards!

Organization and Development of Ideas: 2

The writer of this response presents the claim that “I do not think people should be rewarded because really it is a simple thing . . .,” but it is not developed. The organizational structure is limited but includes a brief introduction and conclusion. The evidence provided is insufficiently explained (“if you put trash in the recyling people will have to sort that out”; “put to much trash then people will just put it in the landfill”) or does not clearly support the argument (“why would they even think to give rewards . . . then people will just love reclyng”). Expression of ideas consists of general word choice (“I bet you have sorted candy or something . . .”; “I mean like then people . . . but like just make it . . .”) that does not always clearly convey the writer’s ideas. Overall, this response reflects a partial understanding of the writing purpose.

Conventions: 1

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. Sentence construction is not always consistent and includes incorrectly combined sentences (“I do not think people should be rewarded because really it is a simple thing like all you have to do is sort your trash and recycling”; “And why would they even think to give rewards . . . but like just make it a reminder because if you put trash . . . unless you put too much trash then people . . .”), although command of capitalization and punctuation is mostly correct. Errors in grammar in the form of extraneous sentence structures are evident (“I mean like then people will just love recycling so much but like just make it a reminder . . .”) while errors in spelling (“recycling,” “to [too]”) are few. The response has several errors, but the reader can understand the writer’s thoughts.

Response 3

I think people should not be rewarded for recycling because being rewarded is gonna make it worse and make people fight because when you reward someone then some else is gonna be jelouse and some people are gonna be rewarded more then other like friends family members best friends and all of them then other people are gonna be mad because they got more money and they only got about 30 cents every pound of trash and his best friend got 5 dollars for every pound of trash is the merson got 5 pounds of trash then that would be 1 dollar and 50 cent but if the best friend got 5 pounds of trash then he would have 25 dollars and thats a big diffrence 25 dollars to 1 dollar and 50 cents so like in San Francisco California they do recycling without pay because its a law and we respect laws and recycling with rewards is just confusing so thats why San Francico, California is a good state because they dont want people to fight for rewards they made a law so they can recycle without rewards and thats why i think that we should do recycling without rewards.

Organization and Development of Ideas: 3

In this response the writer offers a clearly identifiable claim: “I think people should not be rewarded for recycling because being rewarded is gonna make it worse.” Organization includes introductory and concluding statements. The writer provides an original argument that “when you reward someone then some else is gonna be jelouse . . .” before connecting ideas presented in “Laws for Less Trash” that emphasize the general claim (“they do recycling without pay because its a law and we respect laws . . .”). To support the writer’s original argument, ideas related to people being paid for each item of recycling are incorporated from “Rewards for Recycling” (“people are gonna be mad because they got more money . . . about 30 cents every pound of trash and his best friend got 5 dollars for every pound of trash”). In addition, relevant text-based evidence from “Laws for Less Trash” is sufficiently explained and supports the general claim that people should not be rewarded for recycling (“so like in San Francisco California they do recycling without pay because its a law”; “recycling with rewards is just confusing so thats why . . . they dont want people to fight for rewards they made a law . . .”). This response effectively conveys the writer’s ideas and reflects a thorough understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions. Sentence boundaries are lacking. Punctuation consists only of a single period at the end of the response (one lengthy run-on sentence) and one comma after "San Francico." Some errors in spelling ("some else," "merson," "diffrence") and grammar ("gonna be rewarded more then other like friends family members . . .") are present. 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

People should not get rewards because it is bad. Here are some examples that support my thinking. First, about one of evert four items put in a recycling bin is trash that cannot be recycled. Second, the recycling company might be unable to sort out the trash. Third, if the recycling compant can't sort out all the trash, all the items would have to go to a landfill. That is why I thing you should ot give out rewards for recycling.

Organization and Development of Ideas: 2

In this response the writer offers the claim that "People should not get rewards because it is bad." A purposeful structure is organized with transitional words ("First," "Second," "Third") and includes a brief introduction and conclusion. Text-based evidence lacks sufficient explanation ("about one of evert four items put in a recycling bin is trash"; "the recycling company might be unable to sort out the trash"; "all the items would have to go to a landfill"). Word choice is general at times ("because it is bad"). Overall, this response reflects a partial understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions, despite a few spelling errors ("evert," "compant"). Correctly placed commas are evident after introductory transitions ("First," "Second," "Third,") and within sentences ("if the recycling compant can't sort out all the trash, all the items would have to go to a landfill"). The response has few errors, and those errors do not impact the clarity of the writing.

Response 2

Imagin a world filled with nothing but trash, and the air smells like a 100,000,000 year old sneaker. If you don't want a world like that you better recycle!

Recycling helps not only the people but the planet. For example San Francisco there's a law that says you have to sort out recyclables. In result they send a lot less trash than other places in the world.

Another reason it's good for people to is because in some places people get rewards for recycling. This can also be bad some people only try to fill their recycling bin for rewards, so they put stuff that can not be recycled.

In my conclusion I think people do not need rewards to help them recycle maybe they just need somebody to remind them every once and a while.

Organization and Development of Ideas: 3

The writer of this response compares and contrasts evidence from the text before concluding with the claim "I think people do not need rewards to help them recycle maybe they just need somebody to remind them every once and a while." The writer begins this response with an effective introduction ("Imagin a world filled with nothing but trash, and the air smells like a 100,000,000 year old sneaker"). An effective organizational structure and transitions effectively support the development of the argument and connect ideas purposefully ("For example," "In result," "Another reason"), and sentences logically flow from one to another. Supporting text-based evidence provides information from "Rewards for Recycling" ("some places people get rewards for recycling. This can also be bad some people . . . put stuff that can not be recycled") and from "Laws for Less Trash" ("San Francisco there's a law that says you have to sort out recyclables. In result they send a lot less trash than other places . . .") that is relevant. Expression of ideas is clear, and most sentences effectively convey the writer's ideas. Overall, this response reflects a thorough understanding of the writing purpose.

Conventions: 1

The writer demonstrates an inconsistent command of grade-level-appropriate conventions. Errors in sentence construction include incorrect grammar ("and the air smells like," "For example San Francisco there's a law," "In result they send") and run-on sentences ("This can also be bad some people only try . . ."; "people do not need rewards to help them recycle maybe they just need . . ."). Spelling errors ("Imagin," "dont," "reson," "its [it's]," "there [their]," "mybe") are also evident throughout the response. This response has several errors, but the reader can understand the writer's thoughts.

Score Point 5

Response 1

I think that people should be rewarded for recycling because it encourages people to recycle more. I thought about the problem of some trash put in recycling bins just because people want the money. I think that when recycling is taken to a place to reward people for recycling, they should check all the materials inside to make sure trash is not included there and then send it to a recycling company. But if that doesn't work, then we should stop giving out rewards and go with reminding people repeatedly to see if that helps. The text already said that often reminders were better than rewards so it should be good. But if in San Francisco people can recycle without the problem, everyone else should be able to too. I think that we should use both ways because they both encourage people to recycle.

Organization and Development of Ideas: 3

The writer of this response begins with the claim "I think that people should be rewarded for recycling because it encourages people to recycle more." The response then weighs the merits and problems discussed in both passages from the text before offering a final claim that "I think that we should use both ways because they both encourage people to recycle." The response is organized with sentences and ideas logically connected and building one upon the other ("I thought about the problem of some trash put in recycling bins . . . I think that when recycling is taken to a place to reward people . . . But if that doesn't work . . .") Sufficient and relevant supporting evidence discusses the pros and cons of rewards for recycling ("some trash put in recycling bins just because people want the money"; "reminders were better than rewards"; "in San Francisco people can recycle without the problem"). Expression of ideas is clear, and most sentences effectively convey the writer's ideas, reflecting a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. A missing comma after the word *rewards* is evident ("The text already said that often reminders were better than rewards so it should be good"), which results in a sentence construction error. The response has few errors, and those errors do not impact the clarity of the writing.

Response 2

Have you ever wondered why recycling is so important? Well, recycling is important because if we don't recycle, then we would be throwing away things that we could have reused or made into something new.

Some cities give rewards like money and food if you recycle. I don't think that you should get rewarded for recycling because you should already be helping to recycle and making the world less trashy. Getting rewards doesn't make people think of helping the world and recycling more. It just makes people think of getting money.

A better way of making people recycle is by giving them reminders to recycle and by making laws to recycle. California Sanfrancisco already has a law that you need to have a blue recycling bin at every house and that you need a black trash can at every house. I like that rule because then people don't just throw everything into the trash can and they put some recyclable thing in their recycling bin without being rewarded.

I hope that you see how important recycling is!

Organization and Development of Ideas: 3

In this response the writer discusses the importance of recycling and considers evidence from both passages of the text before presenting the claim that is split between two topic sentences ("I don't think that you should get rewarded . . ."; "A better way of making people recycle is by giving them reminders . . ."). The writer begins this response with a question that adds to an effective introduction "Have you ever wondered why recycling is so important?" The response is effectively organized into paragraphs with logically connected ideas ("Some cities give rewards," "A better way of making people recycle"). Evidence from the text is purposeful, with the writer arguing for reminders and against rewards. The writer includes sufficiently explained paraphrased information from "Rewards for Recycling" ("Some cities give rewards like money and food if you recycle. . . . you should already be helping to recycle and making the world less trashy") and "Laws for Less Trash" ("A better way . . . is by giving them reminders . . . and by making laws"; "California Sanfrancisco already has a law . . . a blue recycling bin at every house . . . then people don't just throw everything into the trash can"). Expression of ideas is clear, and most sentences effectively convey the writer's ideas ("Getting rewards doesn't make people think of helping . . . It just makes people think of getting money"; "they put some recyclable thing in their recycling bin without being rewarded"). Overall, this response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. Errors in spelling, punctuation, and capitalization ("California Sanfrancisco") are present. A missing comma after the word *can* is evident ("I like that rule because then people don't just throw everything into the trash can and they put some recyclable thing in their recycling bin without being rewarded"), which results in a sentence construction error. The response has few errors, and those errors do not impact the clarity of the writing.

Grade 3 Writing Short Constructed Response

Grade 3 Writing Short Constructed Response

Passage: "Restaurants Are Not for Dogs"

Original Paragraph:

(1) My family has two dogs. (2) Their names are Lucy and Rocket. (3) We take them almost everywhere we go. (4) Yet there is one place that we do not take our dogs. (5) They never to restaurants go with us. (6) We don't even take them to restaurants that offer outdoor seating for people and their pets. (7) Dogs do not belong in restaurants.

Prompt

Sentence 5 needs to be revised. In the space provided, rewrite sentence 5 in a clear and effective way.

Item-Specific Rubric

Score: 1

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

Score: 0

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

Sample Student Responses

Score Point 0

Response 1

dogs cant go to restauraaunts beacuse if they do there gonna eat your food

This response does not express the ideas in a clear and effective way. In an attempt to rewrite the sentence, the writer includes their opinion (“beacuse if they do there gonna eat your food”), which changes the meaning of the original sentence.

Response 2

they never take us to restaurants go with us

This response does not express the ideas in a clear and effective way. The writer adds “take us” to the sentence; however, the response remains unclear (“to restaurants go with us”).

Response 3

that they never go to restaurants

This response does not express the ideas clearly and effectively. The writer’s revisions and omission of important information (“with us”) change the meaning of the original sentence.

Response 4

restaurants can't allow dog inside

This response does not express the ideas in a clear and effective way. The writer claims in the response that restaurants cannot allow dogs inside. However, the original sentence states that Daisy and her family do not bring their dogs to restaurants. Because the meaning of sentence 5 is changed, the response receives no credit.

Score Point 1

Response 1

they never go with us to the restaurants

This response is a complete sentence that expresses the ideas in a clear and effective way. By moving the phrase “go with us” between “never” and “to,” the sentence is more effective, and the meaning is not changed. In addition, the word *the* is added in front of “restaurants,” which is acceptable.

Response 2

They never go with us when we go to restaurants

This response is a complete sentence that expresses the ideas in a clear and effective way. The writer moves the phrase “go with us” after “They never” and adds “when we go,” which provides the reader clarity without altering the original meaning of the sentence. This is an acceptable approach to the revision of the original sentence.

Response 3

They never go with us to restaurant.

This response is a complete sentence that expresses the ideas in a clear and effective way. By moving the phrase “go with us” from the end of the sentence and placing it after “They never,” the sentence is more effective, and the meaning is not changed. The grammatical error “restaurant” instead of “restaurants” is an acceptable error and does not detract from the response.

Response 4

they never go into resteronts whith us

This response is a complete sentence that expresses the ideas in a clear and effective way. The writer moves the word “go” from after “restaurants” in sentence 5 to after “They never” and replaces “to” with “into,” which are acceptable revisions and make the sentence more effective.