



State of Texas Assessments of Academic Readiness

Grade 6

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 6 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 6 Reading Passage with Extended Constructed Response

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

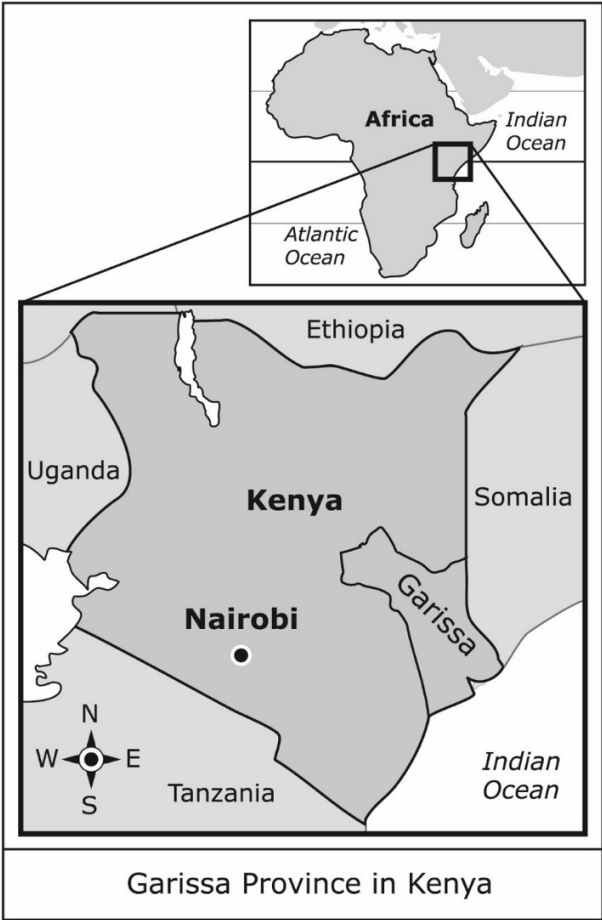
One Book, One Camel

1 A camel struts proudly, two boxes secured tightly to its sturdy frame. But these boxes aren't carrying what you might think—inside, you'll find adventures, fables, and voyages. That's right—you'll find books!

Libraries in Motion

2 This cool camel is part of the "Camel Mobile Library" in Kenya. The Camel Mobile Library helps to promote literacy, which is the ability to read and write. Since 1979, the government of Kenya has worked hard to improve literacy rates. Now, around 80% of adults in the country are able to explore the world of books.

3 Librarians from Kenya's National Library Service operate the Camel Mobile Library. It is a way to get books to places across the country, such as Kenya's eastern province of Garissa. The people of Garissa work as animal herders and move about from place to place. Permanent libraries aren't always nearby, so books come to the people instead.



4 Librarian Rashid Farah says, “The people whom we serve lead a nomadic life. They are here today, but tomorrow they might be gone.” Delivering books by camel is one creative solution to help more children learn to read.

5 In this way, the Camel Mobile Library works closely with school classes. When the mobile library arrives, the camels kneel, and herders unload the crates. A tent is set up and mats laid out. The librarians carefully arrange books by subject. School classes take turns sitting under the tent, and each child eagerly reaches out to receive a book. Mohamed Farah, a local schoolteacher, says, “By seeing the mobile unit, they get more interested—so they also get used to learning.”

Why Camels?

6 In many places, library books are delivered by car or truck. However, camels are especially useful in desert regions like Garissa. The landscape is so rough that many vehicles have trouble getting there.

7 Local residents are used to seeing products such as food and medicine arrive by camel. “The local people identify so much with the camel,” says Rashid Farah, “and therefore, we feel that if they see the camel transporting books, they’ll come and use the services.”

A Source of Inspiration

8 The schoolchildren aren’t the only ones inspired by the camel library. Alfred Muchilwa is an illustrator of children’s books. Muchilwa is always looking for stories that are meaningful to children in his country. He has traveled about 250 miles to the Garissa region from Nairobi, the country’s capital. He sits quietly, sketching scenes for his story. Muchilwa hopes to bring this place to life on the page.

9 The Camel Mobile Library is the subject of his newest book. He has chosen to focus on one charming camel named Gellow. In the story, Gellow is delivering books for the first time and becomes frightened by a lion. Gellow loses his load of books, but children come to the rescue to save them from ruin.

Creating Change

10 Muchilwa’s story about Gellow captures the attention and imagination of children. The community members have a strong tradition of storytelling based on their everyday experiences. Muchilwa’s story is about real-life events and characters in a familiar setting. It is a great way to engage the children’s hearts and minds through a book. The children appreciate how the setting of the story matches their daily environment.

11 Muchilwa hopes to encourage children to become lifelong readers and learners. He believes that reading is a toolkit that helps people communicate with others, express their ideas, and feel connected to the world. The Camel Mobile Library is making a big difference, one camel delivery at a time.

Grade 6 Extended Constructed Response

Read the article “One Book, One Camel.” Based on the information in the article, write a response to the following:

Explain how the Camel Mobile Library has affected the people of Garissa.

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

Remember to —

- clearly state your controlling 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 6 Reading Passage with Extended Constructed Response

Informational Writing Rubric

Score Point	Organization and Development of Ideas
3	<ul style="list-style-type: none">• Controlling idea/Thesis is clear and fully developed The controlling idea/thesis 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 controlling idea/thesis. 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 controlling idea/thesis. For pairs in grades 6 through EII, evidence is drawn from both texts. 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">• Controlling idea/Thesis is present and partially developed A controlling idea/thesis 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 controlling idea/thesis. 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 controlling idea/thesis, but it may be insufficiently explained, and/or some evidence may be irrelevant to the controlling idea/thesis. 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"> • Controlling idea/Thesis is evident but not developed A controlling idea/thesis 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 controlling idea/thesis, 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. For pairs in grades 6 through EII, evidence is drawn from only one text. 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 controlling idea/thesis 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

It allows kids in Garissa to read and learn without permanent librairys.

Organization and Development of Ideas: 0

In this one-sentence response, the writer presents a controlling idea. However, the response lacks an introduction and conclusion. In addition, organization, development, and evidence are not evident. 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

I wouldn't agree that it is a big deal about having books. I mean I guess I can understand their point of view. The camels don't seem to be struting proudly because they don't know what they are doing for the children. I don't feel like they should make a paragraph just saying that there are books and the camels are carrying them because they re-used the same information in paragraph 3.

Organization and Development of Ideas: 0

The writer of this response does not present a controlling idea. The response lacks an introduction and conclusion. An organizational structure is not evident. Evidence is irrelevant "The camels don't seem to be struting proudly because they don't know what they are doing for the children." The expression of ideas is unclear because the writer of this response does not address the writing task. 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

the camel mobile has effected people by giving people a way to read and learn. if they didnt have it then they couldnt get books. its effeceint and easy way to get books around the dessert.

Organization and Development of Ideas: 1

The writer of this response presents the controlling idea that “the camel mobile has effected people by giving people a way to read and learn.” An introduction and a conclusion are not present. An organizational structure is not evident, and no text-based evidence is presented to support the controlling idea. While the writer of this response offers further explanation (“if they didnt have it then they couldnt get books. its effeceint and easy way to get books around the dessert”), it is vaguely related to the writing task. In addition, the writer’s word choice is limited, resulting in an expression of ideas that is ineffective. 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. The writing contains a diversity of errors, including no capitalization at the beginning of each sentence, grammar (“didnt,” “couldnt,” “its”) and spelling (“effeceint,” “dessert”). The response has many errors given the short length of the response, and these errors impact the clarity of the writing and the reader’s understanding of the writing.

Response 2

The camel mobile liberry has helped many people of Garissa have fun reading all thanks to the unice transpertation of bringing books on top of cameles. Why cameles you might be thinking why not cars trucks or cargo ships it is because Garissa is located in a desert With rough landscape.

Organization and Development of Ideas: 1

The writer presents the controlling idea that “The camel mobile liberry has helped many people of Garissa have fun reading . . . of bringing books on top of cameles.” The writer does not include an introduction or conclusion, and an organizational structure is not evident. The writer provides little text-based evidence in the form of a paraphrase (“Why cameles you might be thinking why not cars trucks or cargo ships it is because Garissa is located in a desert With rough landscape”) to insufficiently develop and support the controlling idea. 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. Errors include capitalization ("The camel mobile liberry," "is located in a desert With rough landscape"), missing commas ("why not cars trucks or cargo ships"), and spelling ("liberry," "unice," "transpertation," "cameles," "becouse"). In addition, the response consists of two sentences, the second of which is a run-on sentence. These errors impact the clarity of the writing and the reader's understanding of the writing.

Score Point 2

Response 1

The Camel Mobile Library has effected the people of garissa by giving them books. The mobile library has made kids read by giving intertainment in each book made. "A local school tacher says by seeing the mobile unit they get more interested so they get use to learning." "delivering books by camel is one creative solution to help more children learn to read."

Organization and Development of Ideas: 1

In this response the writer presents the controlling idea that "The Camel Mobile Library has effected the people of garissa by giving them books," but it is not developed appropriately in response to the writing task. An organizational structure is minimal and lacks logical development. The evidence presented is vague and repetitious ("they get use to learning," "help more children learn to read"). Additionally, the writer's word choice is limited ("effected the people of garissa by giving them books"; "made kids read by giving intertainment in each book made"), impeding the quality and clarity of the essay, resulting in an expression of ideas that is ineffective. Overall, this response reflects a limited understanding of the writing purpose.

Conventions: 1

The writer demonstrates inconsistent command of grade-level-appropriate conventions. Spelling errors ("intertainment," "tacher," "effected" [affected]), an error in capitalization ("delivering"), and errors in punctuation (use of quotations) are present. The response has several errors, but the reader can understand the writer's thoughts.

Response 2

Have youve heard of the Camle mobile library? Well if you havent I'll tell you all about it!. To start let me explain a bit about the Camle mobile library it was made for people leving in plasces like Grassis were land is to rough to even get there so to deiliver there books and more they get on Camle and set up shop to give children a chance to have a type of education,and too learn about new things through saidso books how do I knoe this? Well in a artical called ,"One Book, One Camel" it says,"the camel moble library helps to poromote literacy , which is the ability to read and write" , this evidence proves that the Camle Mobile library was there to help children to understand and be able to read and write ,and tell what is what. Thats why the Camle moblie library i super important.

Organization and Development of Ideas: 2

In this response, the writer presents the controlling idea that "it was made for people leving in plasces like Grassis were land is to rough to even get there so to deiliver there books and more they get on Camle and set up shop to give children a chance to have a type of education,and too learn about new things through saidso books . . .". Organization is limited but includes an introduction ("Have youve heard of the Camle mobile library?"; "let me explain a bit about the Camle mobile library") and conclusion ("Thats why the Camle moblie library i super important"). Evidence is limited and not sufficiently explained. Additionally, the writer's word choice is general ("the Camle Mobile library was there to help children to understand and be able to read and write ,and tell what is what") and the expression of ideas is basic. Overall, this response reflects a partial understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions with errors in spelling ("Camle," "library," "leving," "plasces," "Grassis," "deiliver," "knoe," "artical," "poromote," "moble," "moblie") and punctuation ("youve," "about it!.", "havent," "Thats"), along with missing commas needed for appropriate sentence construction (the third and fourth sentences of the response are run-on sentences). These errors impact the clarity of the writing and the reader's understanding of the writing.

Score Point 3

Response 1

Camel mobile library had affected the people of glarissa by promoting literacy which is the ability to read and write. They has also affected them by them working with schools so the kids can read. "It is way to get books to places across the country." "School classes take turns sitting under the tent, and each child eagerly reaches out to receive a book."

Organization and Development of Ideas: 1

The writer provides the controlling idea that "Camel mobile library had affected the people of glarissa by promoting literacy which is the ability to read and write," but this idea is not developed appropriately in response to the writing task. Organization is minimal as the writer presents insufficient explanatory information ("affected them by them working with schools so the kids can read") and includes a small amount of quoted evidence from the text as the final two sentences of the response. The result is very minimally developed support for the controlling idea with very few details from the story or explanation of the evidence. Additionally, the writer's word choice is limited, and the expression of ideas is ineffective. The response reflects a limited understanding of the writing purpose.

Conventions: 2

The writer demonstrates consistent command of conventions, which include correct quotations and punctuation. There are minor capitalization errors ("mobile library," "glarissa"), spelling ("glarissa") and grammar ("They has"). The response has few errors, and those errors do not impact the clarity of the writing.

Response 2

The Camel Moblie Library has effected the people of Garissa by helping the Litercy rate by alot. Since some kids cant get reach to a library because it is too far away, The Libaraians Thought why not bring it to them? And so Camels are now bringing books across the country to kids in need.

Camel Moblie Library also helps because it improves the Litercy rate so now when they become older, They will know how to read and write.

Organization and Development of Ideas: 2

The writer provides a controlling idea that “The Camel Moblie Library has effected the people of Garissa by helping the Litercy rate by alot.” The response is partially developed and organized with an introduction and conclusion, but paraphrased evidence is limited (“Camels are now bringing books across the country to kids in need”) and ideas are not fully explained (“Camel Moblie Library also helps because it improves the Litercy rate so now when they become older, They will know how to read and write”). Additionally, the writer’s word choice is mostly general, and the expression of ideas is basic. This response reflects a partial understanding of the writing purpose.

Conventions: 1

The writer demonstrates an inconsistent command of conventions including errors in sentence construction, capitalization (“away, The Libaraians Thought why,” “improves the Litercy rate”) and spelling (“Libaraians,” “Litercy,” “Moblie”). The response has several errors, but the reader can understand the writer’s thoughts.

Response 3

what if you where unaboul to read because there was no books that had made people unable to read or write but there is a way to solve it let me explane there is something called camel mobile library it is a camel that has books on its back and that is what is going to solve the prodlom so what the camels do is that they go to place to place and give out books so people can read tham which is making people be aboul to read because they are giving books away wich is affecting people in a good way

so camel mobile library is affecting people in a good way because it is giving people the oportonete to be aboul to read and learn about subjects like math or more for example in paragraph 5 it said , "the librarian carfully arrange books by subject school classes take turns sitting under the tent, this shows that the camelmobile library helps people like the kid by giving the kids school subject book which makes the kids more interested to learn

and a another reason camel mobile libraryis affecting people in a good way because it is giving people the oportonete to be aboul to read and learn because of the camel mobile library like for example paragraph2 it said," the camel mobil library helps to promote literacy which is the ability to read and write,"so this shows that the mobil library helped people by giving tham the abilety to read and write

so the camel mobile library is affecting people in a good way because itis giving peopl the oportonete to be aboul to read and learn so the camel mobile is affecting people in a good way

Organization and Development of Ideas: 3

The writer offers a clear controlling idea in the last paragraph that “the camel mobile library is affecting people in a good way because it is giving people the opportunity to be able to read and learn” with the focus consistent throughout. Both the introduction (“what if you were unable [unable] to read because there was no books that had made people unable to read or write but there is a way to solve it let me explain . . .”) and conclusion (“so the camel mobile library is affecting people in a good way because it is giving people the opportunity [opportunity] to be able [able] to read and learn . . .”) are effective, and ideas are logically connected in a purposeful way (“so camel mobile library is affecting people in a good way because”; “for example in paragraph 5 it said”; “this shows that”; “and another reason”). The writer organizes the response using two main ways that the Camel Mobile Library affects people in a good way (“giving people the opportunity to be able to read and learn about subjects like math or more”; “the mobile library helped people by giving them the ability to read and write”). Evidence is specific, well chosen, relevant, and clearly explained (“the librarian carefully arrange books by subject school classes take turns sitting under the tent, this shows that the camel mobile library helps people like the kid by giving the kids school subject book which makes the kids more interested to learn”) and (“the camel mobile library helps to promote literacy which is the ability to read and write, so this shows that the mobile library helped people by giving them the ability to read and write”). Almost all sentences and phrases are effectively crafted to convey the writer’s ideas and contribute to support for the controlling idea (“what if you were unable to read because there was no books . . . there is something called camel mobile library it is a camel that has books on its back and that is what is going to solve the problem so what the camels do is that they go to place to place and give out books . . .”). Overall, this response reflects a thorough understanding of the writing purpose.

Conventions: 0

The writer demonstrates little to no command of grade-level-appropriate conventions with many errors in spelling (“unable,” “explain,” “problem,” “them,” “about,” “with,” “library,” “where” [were], “opportunity,” “ability,” “carefully”), capitalization that includes the beginning of sentences and with proper nouns (“so camel mobile library”), grammar (“was no books,” “making people be able to read,” “giving the kids school subject book[s]”), and missing commas and periods needed for appropriate sentence construction. These errors impact the clarity of the writing and the reader’s understanding of the writing.

Score Point 4

Response 1

The Camel Library has affected people in Garissa because it inspired more adults and kids to read because they had a Library that was closer to them and they didn't have to go a long way just to get books because it came to them I know this because in paragraph 2 it says "Now around 80% of adults in the country are able to explore the world of books." This show that each day more and more of people start to read because of "The Camel Mobile Library."

The Camel Library has affected the people in Garissa because more kids wanted to read after The Camel Mobile Library started coming around. I know this because in paragraph 5 it says "School classes take turns sitting under the tent, and each child eagerly reaches out to recive a book." This show that The Camel Library helped kids want to read more because according to sciencetist when a kid starts reading but don't get to finish they have more energy to come back and read again and again and again. When they finsh the book they have energy to say "oh I want to read this book again or it was so entresting I can't wait to read again. Some kids want to read a book to find a climax but once you stop reading to finish another day your left on a cliff hanger and your mind will pull you back to the book.

In conclusin The article "One Book, One Camel affected people in Garissa because more people wanted to read they felt encouraged, uplifted but not preassured to read.

Organization and Development of Ideas: 3

The writer provides the clear controlling idea that “The Camel Library has affected people in Garissa because it inspired more adults and kids to read because they had a Library that was closer to them and they didn’t have to go a long way just to get books . . .”). An effective introduction (“The Camel Library has affected people in Garissa . . . because it came to them . . .”) and conclusion (“In conclusin The article . . . uplifted but not preassured to read”) are present. The organizational structure effectively supports the controlling idea, and the focus is consistent throughout, creating a response that is unified and mostly logical. The writer provides quoted text evidence (“Now around 80% of adults in the country are able to explore the world of books”; “School classes take turns sitting under the tent, and each child eagerly reaches out to recive a book”) that is clearly explained (“they didn’t have to go a long way just to get books because it came to them . . . This show that each day more and more of people start to read because of `The Camel Mobile Library”; “more kids wanted to read after The Camel Mobile Library started coming around . . . helped kids want to read more because according to sciencetist when a kid starts reading but don’t get to finish . . . again and again”). The writer’s word choice is mostly specific, and the expression of ideas is clear. Overall, this response reflects a thorough understanding of the writing purpose.

Conventions: 1

This writer demonstrates an inconsistent command of grade-level-appropriate conventions. There are several errors, including run-on sentences (“they didn’t have to go a long way just to get books because it came to them I know this because . . .”; “affected people in Garissa because more people wanted to read they felt encouraged . . .”), grammar (“a kid starts reading but don’t get to finish . . .”; “This show that . . .”), word usage (“your” [instead of *you’re*]), missing commas, quotations left open (“they have energy to say `oh I want to read this book again or it was so entresting I can’t wait to read again”), capitalization (“they had a Library that was closer”), and spelling (“recive,” “sciencetist,” “finsh,” “entresting,” “clif,” “conclusin,” “preassured”), but the reader can understand the writer’s thoughts.

Response 2

How the Camel Mobile Library has affected the people of Garissa is that it helps encourage kids to learn more and read more. The Camel Mobile Library also encourages other people to learn about the unique library and learn more about Garissa. It says in paragraph four that delivering books by camel is a creative solution to help more children learn how to read. That is creative because it can get children to enjoy reading because it gets delivered by camel. By the books getting delivered by camel it solves one of the problems which is that vehicles have a difficult time in Garissa.

Organization and Development of Ideas: 2

The writer offers the controlling idea that “How the Camel Mobile Library has affected the people of Garissa is that it helps encourage kids to learn more and read more.” A brief introduction (“How the Camel Mobile Library has affected the people of Garissa”) and conclusion (“By the books getting delivered . . . vehicles have a difficult time in Garissa”) are present. An organizational structure is not consistent since sentence-to-sentence connections are not strong enough to support a logical development of the controlling idea. Relevant evidence is provided (“delivering books by camel is a creative solution to help more children learn how to read”) that is insufficiently explained (“That is creative because it can get children to enjoy reading because it gets delivered by camel”). In addition, the expression of ideas is basic (“it gets delivered by camel,” “it solves one of the problems”). This response reflects a partial understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. An error in spelling (“vehicules”) is present. The response has few errors, and those errors do not impact the clarity of the writing.

Score Point 5

Response 1

People in Garissa had a low literacy rate, and the Kenyan government works to change that. To do that, they created something called the "Camel Mobile Library" to transport books to children. The camels carry books around, and when they stop, they set up a temporary library so that children and adults alike may come and read. This makes it so the literacy rate rises since they now have the want to read. The people also learn easier without having to attend classes or learn by speech. There are several other effects of the Camel Mobile Library, so many that it cannot be listed in a mere paragraph. Mainly, without the Camel Mobile Library, the residents would not have even discovered the joy of reading nor have been learning as much as they do.

Organization and Development of Ideas: 3

The writer offers the clear controlling idea that "they created something called the 'Camel Mobile Library' to transport books to children." An effective introduction ("People in Garissa had a low literacy rate, and the Kenyan government works to change that") and conclusion ("Mainly, without the Camel Mobile Library, the residents would not have even discovered the joy of reading nor have been learning as much as they do") is present. The organizational structure is appropriate and effectively supports the development of the controlling idea. The focus is consistent throughout, creating a response that is unified and easy to follow. The writer provides relevant paraphrased evidence ("The camels carry books around, and when they stop, they set up a temporary library so that children and adults alike may come and read") that is clearly explained ("This makes it so the literacy rate rises since they now have the want to read"). The expression of ideas is clear as almost all sentences and phrases are effectively crafted to convey the writer's ideas ("The people also learn easier without having to attend classes or learn by speech"). This response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. A spelling error in the first sentence ("is" [instead of *in*]) does not impact the clarity of the writing.

Response 2

The Camel Mobile Library has affected the people of Garissa by promoting the literacy rate which is the ability to read and write, and since 1979 the government of Kenya has worked hard to improve the literacy rates. About 80% of adults are able to find happiness in books and learn more by reading them, "Now, around 80% of the adults in the country are able to explore the world of books." Another way they are affecting the people is by having mobile libraries since there are not very many permanent libraries the mobile libraries are helpful to people not near them. They also help children that are nomadic to read since they move around so much and it brings books to them that might not be available to them, "Librarian Rashid Farah says, "The people whom we seve lead a nomadic life. They are here today, but tommorow they might be gone." Delivering books by camel is one creative solution to help more children learn to read." My last reason is that the camels excite children very much which then further excites them to read more and that really helps them in life, " By seeing the mobile unit, they get more interested so they also get used to learning." So in conclusion, the Camel Mobile Library helps improve literacy rates, bring books to people that dont have them readily available nearby, and excites children to learn more and gets them ready for life ahead of them.

Organization and Development of Ideas: 3

The writer offers a clear controlling idea in the effective introduction: "The Camel Mobile Library has affected the people of Garissa by promoting the literacy rate which is the ability to read and write, and since 1979 the government of Kenya has worked hard to improve the literacy rates." The writer also includes an effective conclusion ("So in conclusion, the Camel Mobile Library helps improve literacy rates, bring books to people that dont have them readily available nearby, and excites children to learn more and gets them ready for life ahead of them"). The organization effectively supports the controlling idea as the writer uses paragraph-to-paragraph transitions ("Another way," "My last reason," "So in conclusion") to logically connect the information in a purposeful way. The focus is consistent throughout, creating a response that is unified and easy to follow. The writer provides relevant quoted evidence ("Now, around 80% of the adults . . . explore the world of books"; "Librarian Rashid Farah says, 'The people . . . they might be gone'") that is clearly explained ("the camels excite children very much which then further excites them to read more and that really helps them in life"). The expression of ideas is clear as almost all sentences and phrases are effectively crafted to convey the writer's ideas, and the writer's word choice is specific and purposeful. This response reflects a thorough understanding of the writing purpose.

Conventions: 2

The writer demonstrates a consistent command of grade-level-appropriate conventions. A few errors in punctuation (“dont”) and spelling (“goverment,” “seve”) do not impact the clarity of the writing.

Grade 6 Writing Short Constructed Response

Grade 6 Writing Short Constructed Response

Passage: “The Gratitude Challenge”

Original Paragraph:

(24) The next day, I busily looked for things to include. (25) I noticed how much I actually had to be grateful for. (26) The list kept getting longer, and I realized I was having fun. (27) I was definitely thinking less about my wrist and all the baseball that I was missing.

Prompt

Simone wants to combine the ideas in sentences 24 and 25. In the box provided, write a 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 does not combine the ideas in a clear and effective way.

Sample Student Responses

Score Point 0

Response 1

He needs to be more graceful

The response does not combine ideas in a clear and effective way. The ideas from both sentences have not been effectively combined into one sentence because the writer does not include ideas from sentence 24. Additionally, the meaning of sentence 25 is altered by changing the word “grateful” to “graceful.”

Response 2

The nextday i busily looked for things to include. And then I noticed how much I actually had to be grateful for.

The response does not combine ideas in a clear and effective way. The writer attempts to combine the ideas from both sentences by adding a conjunction (“And”). However, the response is still in the form of two sentences because there is a period between the words “include” and “And.” The use of the period and the capitalization of *and* results in two sentences that are not effectively combined.

Response 3

The next day,I noticed how much I actually had to be grateful for and busily looked for things to include.

The response does not combine ideas in a clear and effective way. The writer uses the word *and* to join the sentences but rearranges the original ideas into a new sentence that changes the sequence of events. The new sentence needs to preserve the intended meaning of the passage to be clear and effective.

Response 4

The next day, I busily looked for things to include because I have been grateful.

The response does not combine ideas in a clear and effective way. The writer attempts to combine the ideas from both sentences using a subordinating conjunction (“because”). However, the new sentence does not preserve the cause-and-effect relationship of the original passage. Overall, the response does not satisfy the prompt as a sufficient combination of the sentences.

Score Point 1

Response 1

The next day i look for things to rit down in my journal and that is when i relized how much i actualy had to be grateful for

The response is a complete sentence that combines the ideas in a clear and effective way. The writer adds a connecting phrase (“and that is when”) to combine the ideas from the original sentences without altering the meaning and sequence of events.

Response 2

The next day, as i was busy lokking for things to include, i realized how much i should be grateful for.

The response is a complete sentence that combines the ideas in a clear and effective way. The writer uses the connecting word *as* to convert the first sentence into a dependent (subordinate) clause. This is a clear and effective way to join the two sentences, making this a score point 1.

Response 3

The next day,as i looked fore things to jott down,I noticed how much i had to be grateful for.

The response is a complete sentence that combines the ideas in a clear and effective way. The writer uses the subordinating conjunction *as* to change an acceptable paraphrase of sentence 24 (“to jott down” [instead of “to include”]) into an effective dependent clause. This approach earns full credit.

Response 4

The next day,I was busy looking for things to include,and then I noticed how grateful I actually had to be.

The response is a complete sentence that combines the ideas in a clear and effective way. This response demonstrates how the addition of the words *and then* preserves the sequence and meaning of the two sentences when combined.