

2027 MCAS Sample Student Work and Scoring Guide

Grade 4 English Language Arts Practice Test

Question 28: Extended Response

Reporting Categories: Language and Writing

Standard: [L.PK-12.1](#) – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Standard: [L.PK-12.2](#) – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Standard: [L.PK-12.3](#) – Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Standard: [W.PK-12.2](#) – Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Standard: [W.PK-12.4](#) – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Extended Response Prompt

Write a response that is about **one to two paragraphs** in length. Be sure to:

- Include an explanation based on the passage.
- Use evidence from the passage to support the explanation.
- Use correct grammar, spelling, and punctuation.

Based on *The Trouble with Tuck*, write a response that explains how Helen's feelings change throughout the passage. Use evidence from the passage to support your response.

Continue to the following page to see the scoring guides for this question. Sample student responses begin on page 3.

Scoring Guide for Written Expression

Select a score point in the table below to view the sample student response.

Score*	Description
3A 3B	- clearly explains ideas - thoroughly uses evidence to support ideas - clearly organizes ideas
2A 2B	- partially explains ideas - adequately uses evidence to support ideas - partially organizes ideas
1A 1B	- minimally explains ideas - insufficiently uses evidence to support ideas - minimally organizes ideas
0A 0B	does not address the question or incorrectly responds to the question

Scoring Guide for Standard English Conventions

Select a score point in the table below to view the sample student response.

Score*	Description
2A 2B 2C	- mostly consistent control of sentence structure relative to the length of the response - mostly consistent control of grammar, usage, and mechanics relative to the length of the response - any errors do not interfere with communication
1A 1B 1C	- some control of sentence structure relative to the length of the response - some control of grammar, usage, and mechanics relative to the length of the response - some errors begin to interfere with communication
0A 0B	- incorrectly formed sentences with no control of grammar, usage, and mechanics and/or sentences of insufficient length - contains many errors that interfere with communication

*In both Scoring Guides, letters are used to distinguish between sample student responses that earned the same score (e.g., 2A and 2B).

Written Expression—Score Point 3A**Standard English Conventions—Score Point 2A**

Helen had changing feelings in the passage. She was hopeful, then mad, then happy and surprised. In the beginning she felt hopeful because she wanted to train her dog to help him. She did not want anyone to know what she was doing while she worked on her plan. She was not happy when her brother saw her. Helen told him, “Luke, I’m only doing what I have to do and don’t you dare tell anyone.” He told her mom anyway. She was mad at her brother.

Helen decided to ask Mr. Ishihara for help. This made Helen feel happy because he thought of using smell to help Tuck. The idea worked and Helen felt surprised. She was happy and was hugging both dogs. She “felt giddy, like telling the whole world...” Helen was happy that Mr. Ishihara had another good idea too and she used the sound of bells to help Tuck learn to follow the other dog. As it said in paragraph 38, teaching the blind dog had been a “long, difficult, and frustrating thing to do” but Helen was glad that she did not give up and that Tuck learned to follow the other dog.

[Back to Scoring Guides](#)

Written Expression—Score Point 3B**Standard English Conventions—Score Point 2B**

Helen had many feelings throughout the passage. One feeling was patient. Her dog Tuck couldn't see and she was trying to teach him to follow her other dog. One way Helen showed her patience was by doing the same thing over and over. When Tuck did not take the leash, she said "All right, we'll start all over again." Another feeling she had was being thankful for because Mr. Ishihara gave her helpful ideas about how to train Tuck using smell. The story said. "That made good sense. How much I appreciated Mr. Ishimara." When Tuck started to catch on, Helen was very happy. In paragraph 48 it says she "yelled joyously." Then Mr. Ishimara gave Helen another idea and she used jingle bells so Tuck could follow the sound. In the end, Tuck was "content to trot along" and I think Helen felt really happy too. That must have been the best feeling of all.

[Back to Scoring Guides](#)

Written Expression—Score Point 2A**Standard English Conventions—Score Point 2C**

Helen had a feeling of determination when she worked with the dog Tuck. He couldn't see and she wanted him to learn to follow her other dog by holding a leash. The story said, "We did the same routine a half dozen times daily for two or three days, and it turned out the same each time." Helen was frustrated because Tuck was not learning, and he thought it was like a game. In paragraph 38 it said Helen would "tell anyone that training a blind dog was a very, long, difficult, and frustrating thing to do." Even though she was frustrated, she was still determined and never gave up.

Helen found out how to teach Tuck with some help from Mr. Isihara. In the story it said it made good sense. and she was happy that he helped her. Tom showed kindness in the passage. He thinks about his children sleeping at home. It says "The night watchman is glad his two children are asleep at home snuggled in bed." When he is playing with the cat he says "I wish Rachel and Brandon could see this." He brings the cat home and knows they will have fun playing with it. He is really kind to the cat too. He feeds it and names it Midnite.

[Back to Scoring Guides](#)

Written Expression—Score Point 2B**Standard English Conventions—Score Point 1A**

Helen felt like she had a secret because she did not want her family to know she was trying to teach her dog who was blind. It says "I could continue to train Tuck in complete secrecy." She felt mad at her brother and said not to tell but he did tell anyway. She was feeling happy because her mom was not mad and someone helped Helen make the training work and the dog learned the trick.

[Back to Scoring Guides](#)

Written Expression—Score Point 1A

Standard English Conventions—Score Point 1B

Helen had feelings change. She did not give up. She feel happy when the dog was trained with bells. Her dogs name was Tuck.

[Back to Scoring Guides](#)

Written Expression—Score Point 1B**Standard English Conventions—Score Point 0A**

Helen was determined as she was teaching the dog because he was almost blinded but she helped the dog by not giving up and she felt giddiness because her plan worked for Tuck at the end. Her brother wasn't helpful at all.

Version 2:

Helen was determined because the dog was almost blind but she helped by not giving up she had a plan that worked and was happy

[Back to Scoring Guides](#)

Written Expression—Score Point 0A

Standard English Conventions—Score Point 1C

Tucks was smart. It says “He began to enjoy the fabulous new trick he learned.”

[Back to Scoring Guides](#)

Written Expression—Score Point 0B

Standard English Conventions—Score Point 0B

feelings changed from the beginning and then more feelings in the middle in the ending
it was all rite and the story was realy good

[Back to Scoring Guides](#)