# 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<br>3B | • clearly explains ideas<br>• thoroughly uses evidence to support ideas<br>• clearly organizes ideas |
| 2A<br>2B | • partially explains ideas<br>• adequately uses evidence to support ideas<br>• partially organizes ideas |
| 1A<br>1B | • minimally explains ideas<br>• insufficiently uses evidence to support ideas<br>• minimally organizes ideas |
| 0A<br>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<br>2B<br>2C | • mostly consistent control of sentence structure relative to the length of the response<br>• mostly consistent control of grammar, usage, and mechanics relative to the length of the response<br>• any errors do not interfere with communication |
| 1A<br>1B<br>1C | • some control of sentence structure relative to the length of the response<br>• some control of grammar, usage, and mechanics relative to the length of the response<br>• some errors begin to interfere with communication |
| 0A<br>0B | • incorrectly formed sentences with no control of grammar, usage, and mechanics and/or sentences of insufficient length<br>• 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 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.

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## Written Expression—Score Point 3B

## Standard English Conventions 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.

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## Written Expression—Score Point 2A

## Standard English Conventions 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 becuase 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.

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## Written Expression—Score Point 2B

## Standard English Conventions 1A

Helen felt like she had a secret because she did not want her famly to no she was trying to teach her dog who was blind. It says “I could continue to train Tuck in complete secrecy.” She feel mad at her brother and said not to tell but he did tell anywya. she feeling happy because  her mom was not mad and someone helped Helen make the training work and the dog learned the trick.

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## Written Expression—Score Point 1A

## Standard English Conventions 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.

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## Written Expression—Score Point 1B

## Standard English Conventions 0A

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

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## Written Expression—Score Point 0A

## Standard English Conventions 1C

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

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## Written Expression—Score Point 0B

## Standard English Conventions 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

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