

# 2022 MCAS Sample Student Work and Scoring Guide

## Grade 5 English Language Arts

### Question 12: Essay

**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-12.3 - Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

**Standard:** W.PK-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Item Description:** Write a narrative describing what happens next in a passage.

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### Essay Prompt

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For this question, you will write a narrative based on the passage(s). Your writing should:

- Use characters, settings, events, and other details from the passage(s).
- Use correct grammar, spelling, and punctuation.

Based on *Saving Marty*, write a narrative that tells what will most likely happen the next time Lorenzo enters Marty into a race. Use what you know about the characters, setting, and events from the passage to write your narrative.

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*Continue to the following page to see the scoring guides for this question. Sample student responses begin on page 3. The annotations that appear above each sample response describe elements of the response that contributed to its score for Idea Development and Standard English Conventions.*

### Scoring Guide for Idea Development

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

Score*	Description
<a href="#">4A</a>	<ul style="list-style-type: none"> <li>• Central idea is clear and fully developed</li> <li>• Effective selection and explanation of evidence and/or details</li> <li>• Effective organization</li> <li>• Clear expression of ideas</li> <li>• Full awareness of the purpose for writing</li> </ul>
<a href="#">4B</a>	
<a href="#">3</a>	<ul style="list-style-type: none"> <li>• Central idea is general and moderately developed</li> <li>• Appropriate selection and explanation of evidence and/or details</li> <li>• Moderate organization</li> <li>• Adequate expression of ideas</li> <li>• Sufficient awareness of the purpose for writing</li> </ul>
<a href="#">2</a>	<ul style="list-style-type: none"> <li>• Central idea may be present and is somewhat developed</li> <li>• Limited selection and explanation of evidence and/or details</li> <li>• Limited organization</li> <li>• Basic expression of ideas</li> <li>• Partial awareness of the purpose for writing</li> </ul>
<a href="#">1</a>	<ul style="list-style-type: none"> <li>• Central idea is not present and/or not developed</li> <li>• Insufficient evidence and/or details</li> <li>• Minimal or no organization</li> <li>• Poor expression of ideas</li> <li>• Minimal awareness of the purpose for writing</li> </ul>
<a href="#">0</a>	The response shows evidence the student has read the text, but 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
<a href="#">3A</a>	<ul style="list-style-type: none"> <li>• Consistent control of a variety of sentence structures relative to length of essay</li> <li>• Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>
<a href="#">3B</a>	
<a href="#">3C</a>	
<a href="#">2</a>	<ul style="list-style-type: none"> <li>• Mostly consistent control of sentence structures relative to length of essay</li> <li>• Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay</li> </ul>
<a href="#">1</a>	<ul style="list-style-type: none"> <li>• Little control and/or no variety in sentence structure and/or</li> <li>• Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length</li> </ul>
<a href="#">0</a>	Sentences are formed incorrectly with no control of grammar, usage, and mechanics and/or insufficient length.

\*In both scoring guides, letters are used to distinguish between sample student responses that earned the same score (e.g., 4A and 4B).

**Idea Development—Score Point 4A**

The narrative is fully developed and is a clear continuation of the story that describes what happens the next time Lorenzo enters Marty into a race. A balance of dialogue and description is effective in conveying the personalities of the characters. The story is well-grounded in the setting, as shown by examples such as, “As Marty and I enter the stadium again, people are cheering” and “Marty races down the path.” Organization helps elevate the tense moments leading up to Marty’s win. Details are effective, with descriptive use of language as evidenced by “still lingering” and “hits the ground, running towards the finish line using every bit of his energy” which contributes to a clear expression of ideas. Overall, there is full awareness of the purpose for writing and a strong sense of character development and description of action.

**Standard English Conventions—Score Point 3A**

The narrative demonstrates consistent control of a variety of punctuation skills and utilizes italics for effect. For example, “As Mary and I walk over to the starting line, I notice that he said *animal* [obstacle] course not *dog* [obstacle] course.” Sentence structures are varied throughout the narrative in length and style. Despite a few minor spelling errors like “obstical,” other complex vocabulary such as “autograph,” “sweat,” and “lingering” are used correctly. Based on its length and complexity, the narrative demonstrates consistent control of standard English conventions for this grade level.

As Marty and I enter the stadium again, people are cheering for Marty. "Mar-ty, Mar-ty, Mar-ty!" I could see that there weren't only dogs, there were other animals too, a rabbit, a chicken, and even another pig! A girl came up to me, and handed me a paper and a jar of red paint and asked, "can I have Marty's autograph?"

I laugh and say "sure!". I grab Marty's paw, and dip it into the jar, and place it on the piece of paper. "Thank you!" the girl says with a big smile on her face and skips away.

Then the speakers scream. "Welcome everyone to the 8th annual animal obstical course! There will be a course of obsticals, and your pet must reach the finish line to win. The prize again, will be a widescreen tv! All racers please be ready at the starting line." As Marty and I walk over to the starting line, I notice that he said *animal* obstical course not *dog* obstical course, I guess they changed it.

"On yours marks, get set, go!" Marty races down the path, speeding ahead of the other animals, determind to win again. He jumps over the bar like a pro, not making a sweat. Then he runs up the ramp and jumps off, I know what he is thinking. *I'm flying!!* The rabbit is catching up to him, but still lingering.

Still half way through the course, Marty is ahead but a german shpeard and rabbit right behind him, I can tell Marty is getting tired, but still determind to get to the finish line. Then the chicken starts to catch up, but catches its eye on a leaf. *Wow chickens do have a brain the size of a pea*. Then the final part, the slide.

Everyone is cheering on Marty, as Marty starts climbing up the ramp, slowing down trying to not use to much energy, then he reaches tht top and slides down the muddy surface. the german sheppard, and rabbit slide down too right on Marty's tail. Then Marty hits the ground, running towards the finish line using every bit of his energy. Then, he reaches the finish line for his second win.

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**Idea Development—Score Point 4B**

The narrative is fully developed and is a clear continuation of the story and effective use of the existing characters to show what will happen the next time Lorenzo enters Marty into a race. A purposeful selection of descriptive details is used to describe the setting as evidenced by “I woke up and the sun was barely shining” and “out of my sleeping chamber.” The use of details demonstrates effective organization, and the story continues to develop with Lorenzo looking at the calendar and reflecting on Marty’s win. A sense of urgency is carried through the second body paragraph as the plot unfolds: “‘Ya think we will make it in time?’” An engaging conclusion clearly describes Marty’s race with details like “It was all down to Marty and the great dane” and “grabbed the hotdog, and passed the finish line.” The narrative provides a balance of description and dialogue and displays full awareness of the purpose for writing.

**Standard English Conventions—Score Point 3B**

The narrative shows consistent control of a variety of punctuation skills, sentences structures, and mechanics. Effective use of punctuation including correct use of quotation marks and italics is demonstrated in this example: “‘Your grandson is bringing a *pig* into a dog race.’” Although there are some minor errors in spelling and comma usage, there is sufficient demonstration of overall control. Based on its length and complexity, the narrative demonstrates consistent control of standard English conventions for this grade level.

I woke up and the sun was barely shining. I knew today was something important, I just didn't know what it was. I got out of my sleeping chamber and walk downstairs where I saw Double making pancakes. "Goo' mornin Lorenzo", Double says in a loud voice that echoed across the wide kitchen. I slowly make my way over to the blu calendar hanigng on the wall. My eyes started to open and everything was clear. "WAIT" I screamed with a loud voice. "IT'S THE ONE YEAR ANNIVERSIRY OF MARTY WINNING THE DOG RACE!!" My voice continued to echoe acroos the barn. "Do you think they are holding another one of those races?" Double asked. I don't know, but let's go find out.

We hop in the car and find ourselves in a lot of traffic. We have about 20 minutes of the ride when Double says "Ya think we will make it in time?" "Hope so", I said, "We got to keep our title going." We finally got to the rink that we competed at last time. I hopped out of the car, Marty on my side, and strolled my way to the front desk. Instead of having the other man from last year check us in, we had a lady. Tall, blonde hair, and wore bright red lipstick. With one look at Marty her face wrinkled. As I walked closer I could see her full face just in disgust. Double had parked the car and walked up to the tall lady and I having a stare down. After 2 akward minutes of silence, Double asked "Is there a problem?" The tall lady finally got out of the daze and said "Yes actually there is a problem. Your grandson is bringing a *pig* into a dog race." Before she could finish her sentence, the man from last year walked behind the desk. "Oh hello, we were expecting you! Follow me, we have a spot for you Marty!" The man brought us to a room with red walls and black floors, this is where the owners of the dogs that won from previous years sit." "Thanks!" Double said in a generouse way.

The gates opened and the dogs started sprinting. Marty had a good lead until a great dane and a hound had caught up to him. It was at the final stretch when the hound had got eliminated from chasing a butterfly. It was all down to Marty and the great dane. Out of the corner of Marty's eye, he saw a hot dog at the end of the race. Without a second to think, he sprinted as fast as he could speeding right past the great dane, grabbed the hotdog, and passed the finish line."WE WON!!!" I started screaming in the private room. The mayor had called us down to the stage again to claim our prize. That night we went home with a big TV!

**Idea Development—Score Point 3**

The narrative is moderately developed and describes what happens the next time Lorenzo enters Marty into a race. Ideas are adequately expressed and moderately organized through a description of the day of the race. The race is described clearly, and character development is present as shown through examples of Marty's triumphant win: "His hind legs were moving faster than ever before. We were inches away from the finish line." Overall, there is adequate character development and sufficient awareness of the purpose for writing.

**Standard English Conventions—Score Point 3C**

The narrative reveals consistent control of a variety of punctuation skills, sentences structures, and mechanics. Effective use of punctuation, including correct use of quotation marks and commas, is demonstrated in this example: "Three, two, one, go." Based on its length and complexity, the narrative demonstrates consistent control of standard English conventions for this grade level.

I walked to the table to get Marty registered for the second time. When I got there the person that was registering Marty recognized me from the last race. "I remember you." he said. Once he said that I recognized him too. After we got Marty registered, we went to line up for the race.

"Three, two, one, go." I heard the announcer say over the microphone. I ran with Marty through all the obstacles. Just like last time all the dogs got distracted for stupid reasons. One dog ran out of the entire stadium just because he saw Marty. That didn't distract Marty though. He kept running through all the obstacles doing perfectly. He got to the cones and I could see the slide ahead. I was reminding him about the slide, and I knew he could do it. We walked up the stairs and got to the top of the slide. This time Marty didn't even stop and he made it through the entire slide.

I could see the finish line once again. There was only one dog in front of us and I knew we could do it. I saw a chipmunk running across the slide, and so did Marty. I knew that the dog in front of us would get distracted so I pushed Marty to go even faster. I could see the finish line clearly now. We were only about thirty yards away from it. Just like I predicted the dog got distracted by the chipmunk. This was our chance, everyone in the crowd was cheering. We were about five yards away, and Marty knew that. His hind legs were moving faster than ever before. We were inches from the finish line. We crossed it in record time leaving all the dogs behind.

I fell to my knees hugging Marty. Everyone in the crowd was cheering like crazy. I was so proud of Marty, and I knew that he could win the race. The announcer called our name to the podium and we received our grandprize of 5000 dollars. I walked home with Marty waiting for the next race to come imagining everything that had happened that day.

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**Idea Development—Score Point 2**

The narrative is somewhat developed and includes what happens the next time Lorenzo enters Marty into a race. The narrative offers a basic expression of ideas using descriptions such as “he’ll put up a fight” and “stubborn as a horse” to offer character development. There is limited description of a setting and no dialogue, but the focus on the narrator’s pride in Marty is somewhat developed in examples such as “I’ll be proud of Marty no matter what,” “I know he’ll do great,” and “I am so proud that Marty is *my* pig.” Few details are included about the race, which also contributes to limited organization. The narrative demonstrates partial awareness of the purpose for writing.

**Standard English Conventions—Score Point 2**

The narrative demonstrates mostly consistent control over grammar, usage, and mechanics. Capitalization and periods are correctly used. There are minor errors such as “Which gives us confidence so I know he’ll do great” and “know’s.” Words such as “excited” and “Especially” are used correctly, but overall the language is fairly simple and there is little variety in sentence structure. Ultimately, the short length of the narrative is insufficient to reveal more than mostly consistent control of standard English conventions for this grade level.

I enter the race excited for another try at first place. Me and Marty have been training for a while now getting ready for this race. I'm feeling more confidence then last time but anything that happens is fine, I'll be proud of Marty no matter what. We arrive early to the fair grounds so that we can get signed in and take time to get ready. I'm worried that this year since Taylor already know's about Marty being in the race he'll put up a fight about him entering. Especially since Marty beat his dog last year and he is as stubborn as a horse so he'll try to makes things go south for me. But there was no need to worry because Taylor isn't racing this year! This time around most of the fans are here to cheer for Marty! Which gives us confidence so I know he'll do great. It's the same course as last year so Marty is very ready to win first place. And that's exactly what he does! I am so proud that Marty is *my* pig.

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**Idea Development—Score Point 1**

The narrative includes basic dialogue and a few details to tell what happens the next time Lorenzo enters Marty into a race. There is some reference to “what happened last time,” but this is not connected to what is described at this next race. Organization is minimal as events are lacking detail and the story ends abruptly with the quotation “I really don’t want to deal with him again.” Overall, insufficient description and plot development reveal minimal awareness of the narrative elements and the purpose for writing.

**Standard English Conventions—Score Point 1**

The narrative demonstrates little variety or control of sentence structures. Although there is correct usage of periods and quotation marks, there is no sustained evidence of other mechanics or variation in types of sentence structure. Based on its limited length and lack of complexity, the narrative shows minimal control of standard English conventions for this grade level.

"Oh it feels so good to be back!" I say. After what happened last time, everyone was excited to come watch Marty race again. I could see that Double, Pal, and Mr. Lee were happy to be back too. "Marty is like a celebrity now!" Pal says. I was thinking the same thing. Signing in was a breeze since everyone in town had heard about the pig who got 5th place in a dog race. "I just hope that Mr. Taylor isn't here today." I tell everyone. "I really don't want to deal with him again."

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**Idea Development—Score Point 0**

The response contains some evidence that the student has read the text, but it does not provide a narrative that tells what happens the next time Lorenzo enters Marty into a race.

**Standard English Conventions—Score Point 0**

The response is of insufficient length and complexity. There are errors in capitalization and punctuation that demonstrate no control of standard English conventions for this grade level.

marty will win him in the race and beat him

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