

2023 MCAS Sample Student Work and Scoring Guide

Grade 3 English Language Arts

Question 13: 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-12.2](#) - 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.

Item Description: Write an essay explaining how a character's feelings change throughout the passage. Use information from the passage as evidence.

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Essay Prompt

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

- Present and develop a central idea
- Provide evidence and/or details from the passage(s).
- Use correct grammar, spelling, and punctuation.

Based on *A Vacation in Ruins*, write an essay that explains how Marisol's feelings change throughout the passage. Be sure to use information from the passage to develop your essay.

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
<u>4A</u>	<ul style="list-style-type: none"> Central idea is clear and fully developed Effective selection and explanation of evidence and/or details Effective organization Clear expression of ideas Full awareness of the purpose for writing
<u>4B</u>	
<u>3</u>	<ul style="list-style-type: none"> Central idea is general and moderately developed Appropriate selection and explanation of evidence and/or details Moderate organization Adequate expression of ideas Sufficient awareness of the purpose for writing
<u>2</u>	<ul style="list-style-type: none"> Central idea may be present and is somewhat developed Limited selection and explanation of evidence and/or details Limited organization Basic expression of ideas Partial awareness of the purpose for writing
<u>1</u>	<ul style="list-style-type: none"> Central idea is not present and/or not developed Insufficient evidence and/or details Minimal or no organization Poor expression of ideas Minimal awareness of the purpose for writing
<u>0</u>	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
<u>3A</u>	<ul style="list-style-type: none"> Consistent control of a variety of sentence structures relative to length of essay Consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay
<u>3B</u>	
<u>3C</u>	
<u>2</u>	<ul style="list-style-type: none"> Mostly consistent control of sentence structures relative to length of essay Mostly consistent control of grammar, usage, and mechanics relative to complexity and/or length of essay
<u>1</u>	<ul style="list-style-type: none"> Little control and/or no variety in sentence structure and/or Little control of grammar, usage, and mechanics relative to complexity and/or insufficient length
<u>0</u>	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 essay is a fully developed explanation of how Marisol’s feelings change throughout the passage. Details about how Marisol’s feelings change from disappointed to worried to relieved are supported with relevant quotes such as: “I know this because it says that she would rather go mountain biking and she says ‘What if we go all the way out on the bay, spend hours on the water, and don’t see anything?’” Ideas are clearly expressed through paraphrase of the passage: “I know that Marisol felt worried because when Tomas fell off she tried to jump into the water to save Tomas but the captain stopped her. . . .” Appropriate transitions, such as “one example” and “another time,” are also included. The essay is effectively organized, demonstrating a full awareness of the purpose for writing.

Standard English Conventions—Score Point 3A

The essay contains a variety of sentence structures that show a consistent control of grammar, usage, and mechanics as shown in this example, “Another way I know this is that when the whales circled Tomas she thought they were about to eat him and screamed ‘They’re going to eat him! Help!’” Minor errors in spelling such as “releived” do not detract from understanding of the essay. Based on length and complexity, the essay demonstrates consistent control of standard English conventions for this grade level.

In the passage Marisol's feelings change throughout the story many times.

One example is that in the beginning Marisol was disappointed that she had to go on a boat ride to watch whales because she thought they weren't going to see any whales. I know this because it says that she would rather go mountain biking and she says "What if we go all the way out on the bay, spend hours on the water, and don't see anything?". This shows that she was disappointed because she thought wasting her time just watching water would be boring and that mountain biking would be way more fun.

Another time that Marisol's feelings changed was that in the middle of the story when Tomas fell off the boat she was so worried that the whales would eat Tomas and that if he wouldn't be able to get back on the boat. I know that Marisol felt worried because when Tomas fell off she tried to jump into the water to save Tomas but the captain stopped her so she started worrying that no one would help him. Another way I know this is that when the whales circled Tomas she thought they were about to eat him and screamed "They're going to eat him! Help!".

The last way that Marisol's feelings changed is when Tomas got back on the boat she was so happy and so relieved. I know she felt happy because she helped Tomas aboard and hugged Tomas so tight. She was so happy he was alive and so relieved he didn't get hurt.

To conclude, Marisol's feelings changed from disappointed, to worried, to relieved throughout the story.

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Idea Development—Score Point 4B

The essay is a fully developed and effectively organized explanation of how Marisol’s feelings change in the passage from not excited, to bored and annoyed, and finally to scared and frightened. The explanation of how Marisol’s feelings change is supported with effective use of quotes, such as “I thought it would be more fun to go mountain biking,” and paraphrased details as used in this example: “In the end, when Tomas falls into the ocean Marisol feels scared and frightened because there are whales near Tomas and he is far away from the boat, Marisol then screams and tries to jump off the boat to rescue Tomas.” The essay uses clear transitions such as “in the beginning,” “in the middle,” and “in the end” to organize and further explain Marisol’s changing feelings. There is a full awareness of the purpose for writing and details are effectively selected.

Standard English Conventions—Score Point 3B

The essay demonstrates consistent control of sentence structures, for example, “In the beginning, Marisol isn’t excited to go whale watching and she thinks she will be bored.” Grammar, usage, and mechanics are mostly correct. Minor punctuation errors do not detract from understanding of the essay. Based on its length and complexity, the essay demonstrates consistent control of standard English conventions for this grade level.

In *A Vacation in Ruins* by Precious McKenzie, I think Marisol's feelings change throughout the story.

In the beginning, Marisol isn't excited to go whale watching and she thinks she will be bored. Because she says "I thought it would be more fun to go mountain biking,". Also, the only reason she is going is because she wants to make her mom happy. This means that Marisol is just going because she wants to make her mom happy and not because she is excited.

In the middle, when they are at the boat Marisol is bored and annoyed because they haven't found any whales yet. She also keeps saying everything in an annoyed voice. This means that Marisol 's thoughts and words all make her sound annoyed and bored.

In the end, when Tomas falls into the ocean Marisol feels scared and frightened because there are whales near Tomas and he is far away from the boat, Marisol then screams and tries to jump off the boat to rescue Tomas. Then she starts to jump to conclusions and thinks what could happen after. Marisol even says "The whale will open it's mouth and gobble you up for sure,". This means that Marisol is so scared she is thinking of the worst possible thing that could hapen.

In conclusion I think Marisol changes her feelings throughout the story and learns to always be prepared.

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Idea Development—Score Point 3

The essay is moderately developed and includes details about how Marisol’s feelings change throughout the passage. There is a general explanation for the reason Marisol’s feelings change from “grumpy,” to “scared,” and then “relieved.” Organization includes clear transitions such as “at the beginning,” “in the middle,” and “at the final parts” with some repetitive phrases such as “I know this.” The essay shows an adequate expression of ideas and uses paraphrased details from the passage as support. There is a sufficient awareness of the purpose for writing.

Standard English Conventions—Score Point 3C

The essay contains a variety of sentences. Each paragraph uses a similar structure, repeating sentence patterns and phrases such as “I think this” and “this shows.” However, control of grammar, usage, and mechanics is evident. Based on its length and complexity, the essay demonstrates consistent control of standard English conventions for this grade level.

At the beginning of the passage, Marisol is grumpy. I know this because Marisol didn't want to go whale watching. She actually wanted to go mountain biking. This shows that Marisol is grumpy because she was being forced to do something she didn't want to do.

In the middle of the passage, Marisol was scared and worried. I think this because her brother, Tomas, fell off the ship and was surrounded by humpback whales, which, as the passage said, could swallow him. This shows Marisol was scared because her brother could get seriously hurt or even die.

At the final parts of the passage, Marisol was very relieved. I know this because Tomas, her brother, could have died, but the humpback whales and the captain of the ship they were riding(while whale watching) saved him. I know this made Marisol relieved because her brother wasn't hurt in any way and would be alright.

This is how Marisol's feelings change throughout the story in the passage *A Vacation in Ruins*.

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Idea Development—Score Point 2

The essay is a somewhat developed explanation of how Marisol’s feelings change throughout the passage. The organization is limited and relies only on transitional words such as “first,” “then,” and “finally” to move from one idea to another in the essay. There are several feelings listed with accurate but brief explanations. There is a basic expression of ideas and a partial awareness of the purpose for writing.

Standard English Conventions—Score Point 2

The essay contains some variety of sentence structures. There are minor punctuation and spelling errors such as “does’nt” and “realy,” but they do not detract from overall understanding. Given its length and complexity, the writing demonstrates mostly consistent control of standard English conventions for this grade level.

Marisol's feelings change in the passage a lot! How they change and why is very interesting. First, she feels reluctant, because she does'nt really want to go whale-watching and would prefer to go mountain biking instead. Then she feels overwhelmed because there are whales evreywhere, and she can't take pictures of all of them. After that, she feels panicked because she thinks her brother is going to be eaten by a whale! Finally, Marisol feel's relived, because her brother is safe.

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Idea Development—Score Point 1

The response identifies some of Marisol’s feelings from the passage, “embarrassed,” “scared,” and “happy,” but the central idea is not developed. There is little explanation of how Marisol’s feelings change and insufficient details from the passage. Ideas are poorly expressed with minimal organization, and there is a minimal awareness of the purpose for writing.

Standard English Conventions—Score Point 1

The response shows little variety in sentence structures. The writing lacks the complexity or length to demonstrate more than minimal control of standard English conventions for this grade level.

Marisol's feelings change different through the whole story. First, she thinks that it will be just a plain boat ride. Next, she feels embarrassed that her dad puked. Then, she feels scared that her brother fell off the boat. Last, she feels happy because her brother was safe and sound.

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Idea Development—Score Point 0

The response does not address how Marisol’s feelings change throughout the passage. The brief statement that is included may be responding to the graphic.

Standard English Conventions—Score Point 0

The response consists of a single, incorrect sentence that lacks capitalization and punctuation. The response is of insufficient length and complexity to demonstrate control of standard English conventions for this grade level.

tomas felt scared to go in the pool beacusae he did not know how to swim

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