

2025 MCAS Sample Student Work and Scoring Guide

Grade 4 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-12.2](#) - 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 that describes the relationship between two characters; use details from the story as evidence.

This item can be found in the released item sets on the [MCAS Resource Center](#).

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 “The Red Junglefowl in the Fairy Teacup,” write an essay that describes the relationship between Min and Grandpa. Be sure to use details from the story 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
4A	<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
4B	
3	<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
2	<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
1	<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
0	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
3A	<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
3B	
3C	
2	<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
1	<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
0	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., 3A and 3B).

Idea Development—Score Point 4A

The essay is fully developed and describes the relationship between Min and Grandpa. Each body paragraph effectively uses paraphrased details from the passage to support the central idea that Min and Grandpa care about each other. Examples include “[s]he even arranges the food nicely on a table for him” and “[s]he also offers to make the rounds for Grandpa.”

Supporting quotations are effectively chosen. The essay is effectively organized using clear transitions, such as “One example,” “Another example,” and “In conclusion,” which connect ideas and further explain the relationship between Min and Grandpa. There is a clear expression of ideas and a full awareness of the purpose for writing.

Standard English Conventions 3A

The essay contains a variety of sentences that show consistent control of grammar, usage, and mechanics: “Min is taught to help whenever and wherever she can, and this absolutely shows in these paragraphs” and “‘Min beamed’ is showing her happiness, and basically confessing it to Grandpa in a subtle way.” Based on its length and complexity, this essay demonstrates consistent control of standard English conventions for this grade level.

Min and Grandpa have a very strong relationship. They love each other very much and they have both taught the other something new or important. They both care about each other and others, too. Grandpa believes in Min and Min believes in Grandpa.

One example showing this is in paragraphs 8 and 12. Min remembers that Roti Prata is Grandpa's favorite food. This shows that Min cares about Grandpa. She even arranges the food nicely on a table for him. She also offers to make the rounds for Grandpa. Min is taught to help whenever and wherever she can, and this absolutely shows in these paragraphs.

Another example of this powerful relationship is shown in paragraph 49. The sentence “Pride filled Grandpa's voice” shows that Grandpa is proud of Min. He believes in her, and that makes Min happy. The sentence “Min beamed” is showing her happiness, and basically confessing it to Grandpa in a subtle way. Believing in the other is another strong aspect of this relationship.

Two last ways this relationship is strong is proved in paragraphs 69 and 70. The first sentence of paragraph 69 says “They bit their lips to suppress giggles.” This is saying that they make the other laugh. Min calls the junglefowl “Chicky” which is the reason that the two are giggling. In paragraph 70, the last sentence talks about Min comfortably resting her head on Grandpa's lap, just like she used to do. This is hinting that this relationship has been like this for a long time. This is also telling you that Min feels safe with Grandpa and feels she is under his protection.

In conclusion, Min and Grandpa's relationship is safe, strong, long lasting, and loving. They love one another and they are an amazing duo.

Idea Development—Score Point 4B

The essay is fully developed and effectively organized in describing the relationship between Min and Grandpa. Specific details to support the central idea include both paraphrase and quotations from the passage. Details to support the idea that “Min and Grandpa act warmly around each other” are effectively selected: “Pride filled Grandpa’s voice.” “You’ve gained his trust.” “Min beamed.” The essay includes a clear expression of ideas and a full awareness of the purpose for writing.

Standard English Conventions 3B

The essay demonstrates consistent control of grammar, usage, and mechanics, as in the following sentence: “For example, in paragraphs 41–45, Min and Grandpa worked together to lure the junglefowl into trusting them.” Sentences are varied and include both quotations and paraphrased details from the passage. Minor errors in spelling are present but 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.

Based on the story *The Red Junglefowl in the Fairy Teacup* by Yanting Gueh, Min and Grandpa act warmly around each other.

Based on the story, Min and Grandpa act warmly around each other in the beginning. For example, in paragraph 12-13, Min helped Grandpa by setting the table and Grandpa appreciated it. This shows that Min and Grandpa act warmly around each other because when Min decided to do a small kind deed, Grandpa was very thankful and appreciated her doing that deed. Another example of Min and Grandpa acting warmly around each other in the beginning is in paragraph 11, when Grandpa shares his response: “Respecting a person’s wish, no matter how silly, is important.” To Min about how the park owner won’t shut down the park and Min respects his opinion. This shows that Min and Grandpa act warmly around each other in the beginning because Min respects Grandpa and that is what people who love each other do.

Based on the story, Min and Grandpa act warmly around each other in the middle. For example, in paragraphs 41-45, Min and Grandpa worked together to lure the junglefowl into trusting them. This shows that Min and Grandpa act warmly around each other in the middle because they both worked together to treat and take care of the junglefowl which shows that they must have acted warmly around each other. Another example of Min and Grandpa acting warmly around each other in the middle is in paragraphs 49-50, when the text read: “Pride filled Grandpa’s voice. “You’ve gained his trust.”

“Min beamed.”

This shows that Min and Grandpa act warmly around each other in the middle because Min was very happy when Grandpa praised her.

Based on the story, Min and Grandpa act warmly around each other in the middle. For example, in paragraph 70, Min fell asleep on Grandpa’s lap. This shows that Min and Grandpa act warmly around each other in the end because Min obviously feels comfortable around Grandpa to want to sleep on his lap! Another example of Min and Grandpa acting warmly around each other in the end is that in paragraphs 79-81, Min asked: “Want to get breakfast? Your favorite food?” They then laughed about it and the story ended happily. This shows that Min and Grandpa act warmly around each other in the end because they both share a joke and throughout the story act very kind and warmly to each other.

All in all, throughout the story, Min and Grandpa act warmly around each other

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Idea Development—Score Point 3

The essay is moderately developed and describes the relationship between Min and Grandpa. The central idea is supported with an appropriate selection of details from the passage, such as “Grandpa cares for Min when he waits for her at the gates.” Supporting quotations describe how Min and Grandpa care for each other, work as a team, and comfort one another. The essay is moderately organized and includes phrases such as “my first reason,” “second,” and “lastly” to connect ideas. Each body paragraph restates the central idea, includes an appropriate quotation, and explains how it supports the central idea. Overall, the essay demonstrates an adequate expression of ideas and a sufficient awareness of the purpose for writing.

Standard English Conventions 3C

The essay contains a variety of sentences and demonstrates control of grammar, usage, and mechanics, as shown in this example: “In conclusion, Min and Grandpa have a loving relationship because of care, comfort, and teamwork, which are all things that a good relationship needs.” Minor errors in spelling, such as “comforable,” 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 the story The Red Junglefowl in the Fairy Teacup by Yanting Gueh, Min and Grandpa have a loving relationship.

My first reason Min and Grandpa have a loving relationship is because they care for each other. One example of this is in paragraph 3, when it states, “-with Min bringing Grandpa dinner.” This shows that Min cares for Grandpa by bringing him dinner. In paragraph 9, Grandpa cares for Min when he waits for her at the gates. “From across the road she waved to Grandpa, who was standing at the gates.” This shows Grandpa wants Min to be safe by watching her cross the road to make sure she gets across safely.

Second, Min and Grandpa have a loving relationship because they're a team. In paragraph 61 and 66 it says, “Grandpa focused on the junglefowl instead.” And, “Min released a quiet sigh and went to work.” This shows that they were a team because Min healed the bird while Grandpa held it and they made a plan together before going ahead alone.

Lastly, Min and Grandpa have a loving relationship because they comfort each other. For example, in paragraph 70 it states, “She rested her head on Grandpa's lap, the way she used to, and drifted off to sleep under Grandpa's watch.” This proves that Grandpa wants Min to be comfortable, so he lets her sleep on his lap so that she doesn't have to rest on the hard teacup like she was.

In conclusion, Min and Grandpa have a loving relationship because of care, comfort, and teamwork, which are all things that a good relationship needs.

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Idea Development—Score Point 2

The essay includes a somewhat developed central idea that describes the relationship between Min and Grandpa. Details to support the central idea are limited and somewhat repetitive: “Min always likes to help Grandpa” and “they share a quote to live by.” The essay includes a basic expression of ideas and a partial awareness of the purpose for writing.

Standard English Conventions 2

The essay demonstrates a mostly consistent control of standard English conventions for this grade level relative to its length and complexity. Sentences are not varied, but they are mostly correct. There are some grammatical errors, such as the following: “One more way Min and Grandpa have a strong relationship is they share a lot and get a long with eachother when they talk with eachother,” but these errors do not detract from the overall understanding of the essay. Given its length and complexity, the writing demonstrates mostly consistent control of standard English conventions for this grade level.

In the story, Min and Grandpa have a strong relationship between eachother.

One way Min and Grandpa have a strong relationship is how Min always likes to help Grandpa out with things. In the story it said, "It began the same way it always had—with Min bringing Grandpa dinner." This proves Min and Granpa have a strong relationship because Min helps Grandpa by bringing him dinner each day which really shows that Min cares for Grandpa.

One more way Min and Grandpa have a strong relationship is they share a lot and get a long with eachother when they talk with eachother. In paragraph 52, Grandpa said "We'll give it a go. Respecting one's wish, no matter how important," This explains one way Min and Grandpa have a strong relationship is they get along together and share a lot because they share a quote to live by, "Respecting one's wish, no matter how silly, is important."

To sum it up, Min and Grandpa have a really strong, noticable relationship because they like to help eachother and they share a quote.

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Idea Development—Score Point 1

The response includes a minimally developed central idea. There are few details about the relationship between Min and Grandpa. Details are present but they are insufficient and not fully developed. The response is minimally organized and demonstrates a basic expression of ideas. There is minimal awareness of the purpose for writing.

Standard English Conventions 1

The response demonstrates little variety in sentence structure and contains errors throughout. Although there is correct usage of periods, the response lacks the length and complexity to demonstrate more than minimal control of standard English conventions for this grade level.

Min and Grandpa have a good relationship. One way they have a good relationship is they use teamwork together when Chicky was hurt Grandpa held him still so Min could bandage him up. Another way is that Min would bring food to Grandpa at the park because he couldn't leave. A final way is Min would arranged grandpa's dinner out on a small tble for him so he didnt have to. These are the reasons that Min and Grandpa have a good relationship.

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Idea Development—Score Point 0

The response does not address the relationship between Min and Grandpa. The brief response indicates the student may have read the passage; however, no details are included to support the task.

Standard English Conventions 0

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

they dont know if the animal is dangeres or not.

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