

## **Student Tips for Responding to Constructed Response Questions:**

Read carefully and very critically. Do just as the question requests you do to do. Pictures contain important information. Pay attention to any pictures and use them when appropriate to answer questions. When making a comparison or using a Venn diagram, be specific in stating the criteria for each item. For example:

### **Community Helpers**

#### **Policemen**

Carries a gun  
Uses handcuffs

#### **Firemen**

Carries a hatchet  
**Does not use handcuffs**

### **Intentions and Meaning:**

When writing your responses, make your meaning and intentions clear. The scorer cannot read your mind and does not know what you know or do not know. The answers will be scored on what is obviously apparent or what is missing. Do not leave room for doubt. Be specific, if a dog rode a skateboard down the street, then say just that. Do not be vague and express “an animal rode a skateboard down the street.” Be on your toes and do not get the facts mixed up.

### **“Using details from the story” or “Using information from the text”:**

When you see these directions this means use text-based words in the answer. You must use words and details word for word from the text or story. Points will be reduced for paraphrasing.

Poems, songs, tall tales, fables, etc. often ask more inference type questions.

Practice student writing with different genres and comparing elements from two pieces.

## **Student Tips for Responding to PE Writing:**

### **Holistic Scoring Guide:**

The writing will be evaluated on its overall quality. Scorers will be reading to see how well students wrote the story. The story may or may not address the prompt. It will be scored on what the student chose to write about. Students are not being scored on reading comprehension and whether or not they followed directions or the prompt. The prompt is just provided to get them started. Scorers will strictly evaluate the quality of the writing.

In the classroom it is suggested that teachers include in the grading whether a student follows directions, and reading comprehension because it could cause

students to ignore directions or go off task in the CR section where staying on task and following directions is very important.

Before beginning to score each PE, the scorer will assume the writing is a “3”. As they read the piece they will determine if it stays a “3” or is better or worse than that.

Scorers keep in mind that **writers are in control** if the piece is **above a 2**. (Effective Communication)

**Students are losing control** with a “2” or less. (Less Effective Communication).

A “3” / ”2” split is hard to make.

**Elements that are considered:**

1. Beginning, Middle and End.
2. Topic
3. Quality of Story
4. Word Choices
5. Mastery of Conventions

Also, Coherence: how ideas flow together. Grammar Usage, Mechanics and Transitions.

Use large vocabulary even if you can’t spell it. Points will be gained if students show a creative and good vocabulary. Scorers will bend over backwards to figure out words (froshuse – ferocious) and consider that student is trying to write larger vocabulary words. It’s a bonus for them to try larger words.

A “1” answer may have no spelling errors.

Quotes and dialogue are not necessary but if a student uses them and does so incorrectly, it will not be counted against them.

If asked to write a letter, students must get 2 of the 5 parts of a letter correctly. Salutation may be addressed to wrong person but as long as it’s a salutation, it will count.

When asked to explain a story or retell what happened, “Lists” or “breakfast to bed” stories are usually considered a “2”. It can be bumped up to a “3” if students would develop it.

Titles are not required.