



GRADES 5

SCORING RUBRIC FOR PROSE CONSTRUCTED RESPONSE ITEMS

QUESTION 8:

Reading Comprehension and Written Expression	
Score	Description
4	<p>The student response to the prompt is characterized by all or most of these criteria:</p> <ul style="list-style-type: none">• shows full comprehension of ideas stated explicitly and inferentially in the passage by providing an accurate explanation (G3) or analysis (G4–10)• responds to the prompt and provides effective and complete development of the claim or topic that is consistently appropriate to task, purpose, and audience• uses clear reasoning supported by appropriate text-based evidence in development of the claim or topic• uses appropriate organization, with clear and coherent writing• establishes and maintains an effective style
3	<p>The student response to the prompt is characterized by all or most of these criteria:</p> <ul style="list-style-type: none">• shows comprehension of ideas stated explicitly or inferentially in the passage by providing a mostly accurate explanation (G3) or analysis (G4–10)• responds to the prompt and provides mostly complete development of the claim or topic that is mostly appropriate to task, purpose, and audience• uses mostly clear reasoning supported by appropriate text-based evidence in development of the claim or topic• uses good organization, with mostly clear and coherent writing• establishes and maintains a style that is mostly effective
2	<p>The student response to the prompt is characterized by all or most of these criteria:</p> <ul style="list-style-type: none">• shows basic comprehension of ideas stated explicitly or inferentially in the passage by providing a generally accurate explanation (G3) or analysis (G4–10)• responds to the prompt and provides some development of the claim or topic that is somewhat appropriate to task, purpose, and audience• uses some reasoning and text-based evidence in the development of the claim or topic• is somewhat organized, with somewhat coherent writing• has a style that is somewhat effective
1	<p>The student response to the prompt is characterized by all or most of these criteria:</p> <ul style="list-style-type: none">• shows limited comprehension of ideas stated explicitly or inferentially by providing a minimally accurate explanation (G3) or analysis (G4–10)• responds to the prompt and provides minimal development of the claim or topic that is



	limited in its appropriateness to task, purpose, and audience <ul style="list-style-type: none">• uses limited reasoning and text-based evidence• uses limited organization and coherence• has a style that is minimally effective
0	The student response to the prompt is characterized by all or most of these criteria: <ul style="list-style-type: none">• shows no comprehension of ideas and provides an inaccurate explanation (G3) or analysis (G4–10) or no explanation or analysis• is undeveloped or inappropriate to task, purpose, and audience• uses little to no text-based evidence• lacks organization and coherence• has an inappropriate style

Knowledge of Language and Conventions

Score	Description
3	The student response to the prompt shows full command of the conventions of standard English at an appropriate level of complexity. There may be minor errors in spelling, mechanics, grammar, and usage, but the meaning is easily comprehended.
2	The student response to the prompt shows some command of the conventions of standard English at an appropriate level of complexity. There may be errors in spelling, mechanics, grammar, and usage that occasionally impede understanding, but the meaning can usually be comprehended.
1	The student response to the prompt shows limited command of the conventions of standard English at an appropriate level of complexity. There may be errors in spelling, mechanics, grammar, and usage that frequently impede comprehension.
0	The student response to the prompt does not show command of the conventions of standard English at the appropriate level of complexity. There may be many errors in spelling, mechanics, grammar, and usage that impede comprehension.

No Score	A response is considered unable to be scored if it cannot be assigned a score based on the rubric criteria, including but not limited to those responses that are blank, illegible, indecipherable, off topic, written in a language other than English, insufficient, or state a refusal to respond.
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QUESTION 23:

Student responses may include, but are not limited to, the following:

“Real Talk with Dr. Maya”

- Dr. Maya uses her research to create new ice cream flavors, bringing happiness and inspiration to people around the world.
- She also teaches people in different countries how to make ice cream, contributing to knowledge-sharing and skill development.
- “And in return, I see that happiness, that inspiration that comes when people say, ‘Wow, like, I didn’t even know that I could do this!’ Ice cream is my way to communicate.”
- “I passed on my formulas to them, and they scaled it up.”
- “Being able to inspire the world. I love being able to speak to a 5-year-old or an 85-year-old about ice cream and see their eyes light up.”

“Morgan Goodall—Sweet Science Comes Baked In”

- Morgan is studying food science in order to make her own unique contribution to the food industry, following in her family’s footsteps.
- Her research could potentially lead to the development of new food products, benefiting consumers and the food industry.
- “It would also allow her to make her own unique contribution to the family’s history.”
- “You learn how consumers react to how food tastes and feels, and you learn how to create a food product from an idea.”

“Surprisingly STEM: Space Food Scientist”

- The food scientist uses research to create food suitable for astronauts, addressing the unique challenges of eating in a microgravity environment.
- The scientist’s work ensures that the food is nutritious, tastes good, and has a long shelf life, directly benefiting the health and well-being of astronauts on long space missions.
- “Once they are assigned for a flight, they will come in to try all the food that we provide on the standard menu.”
- “So we’re looking at what’s already available in the current food system and what’s lacking.”

These key points highlight how each food scientist uses their research for the benefit of others, either by creating new products, sharing knowledge, or meeting specific needs in challenging environments.

Rubric: