

Grade 3 Sample Test Prompt

Conventions

Your teacher is absent and you have been asked to teach your class for a day. Think about what you would do if you were the teacher.

Write a story about your day as the teacher.

Your writing should:

- Have a beginning, middle, and end.
- Describe yourself and your class.
- Include important details about your day.

Remember to edit for spelling, grammar, punctuation, and capitalization.

AIMS Six Trait Analytic Writing Rubric – Official Scoring Guide

CONVENTIONS

<p>6</p> <p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by</p> <ul style="list-style-type: none">• strong control of conventions; manipulation of conventions may occur for stylistic effect.• strong, effective use of punctuation that guides the reader through the text.• correct spelling, even of more difficult words.• paragraph breaks that reinforce the organizational structure.• correct grammar and usage that contribute to clarity and style.• skill in using a wide range of conventions in a sufficiently long and complex piece.• little or no need for editing.	<p>5</p> <p>The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none">• strong control of conventions.• effective use of punctuation that guides the reader through the text.• correct spelling, even of more difficult words.• paragraph breaks that reinforce the organizational structure.• correct capitalization; errors, if any, are minor.• correct grammar and usage that contribute to clarity and style.• skill in using a wide range of conventions in a sufficiently long and complex piece.• little need for editing.	<p>4</p> <p>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none">• control over conventions used, although a wide range is not demonstrated.• correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect.• spelling that is usually correct, especially on common words.• basically sound paragraph breaks that reinforce the organizational structure.• correct capitalization; errors, if any, are minor.• occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader.• moderate need for editing.
<p>3</p> <p>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by</p> <ul style="list-style-type: none">• some control over basic conventions; the text may be too simple to reveal mastery.• end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors.• spelling errors that distract the reader; misspelling of common words occurs.• paragraphs that sometimes run together or begin at ineffective places.• capitalization errors.• errors in grammar and usage that do not block meaning but do distract the reader.• significant need for editing.	<p>2</p> <p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by</p> <ul style="list-style-type: none">• little control over basic conventions.• many end-of-sentence punctuation errors; internal punctuation contains frequent errors.• spelling errors that frequently distract the reader; misspelling of common words often occurs.• paragraphs that often run together or begin in ineffective places.• capitalization that is inconsistent or often incorrect.• errors in grammar and usage that interfere with readability and meaning.• substantial need for editing.	<p>1</p> <p>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by</p> <ul style="list-style-type: none">• very limited skill in using conventions.• basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect.• frequent spelling errors that significantly impair readability.• paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text.• capitalization that appears to be random.• a need for extensive editing.

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Writing

DIRECTIONS: Now write your final copy on the following two pages.

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today is the teacher in she is going
to teaching the students the number of are
class in we had fun in we were
party then we go to are house
in we eat in I went with
my boyfriend is we was in he take
me to my house in I went to
sleep all night.

Score point 1 -- The severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. Limited skills in using punctuation and random capitalization present an extensive need for editing.

Writing**DIRECTIONS:** Now write your final copy on the following two pages.**FINAL COPY**

I ♀ I WAS a teacher
 I would be a good teacher
 I will teach kindergartners, I like
 littel kids there so cute. I will
 would teach my kids alot of things
 And I would take them on field
 trips. And whene I get home
 I will teach my realkids the same
 things I taught the students
 It will be real FUN being a
 teacher I will be nice to the
 prhiciple and the other teachers
 teachers are important people. I
 would teach my students the stuff
 that will make them so smart. I
 would let them buy whatever
 they want in the treasure box or the
 candy box. I would bring in fake
 money so they can buy stuff out
 of the boxes. the fake money I'll
 give them is a fake one
 dollar bill. And if they get
 good grades I would let them
 get a free thing out of th treasure

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FINAL COPY

box or the candy Box.

Score point 2 -- Frequent, significant errors impede readability. There are numerous spelling (“theme” for them; “whene” for when; “are” for our) and punctuation errors, and writer demonstrates little control of standard writing conventions. There is a substantial need for editing.



Writing**DIRECTIONS:** Now write your final copy on the following two pages.**FINAL COPY**

One day after school my teacher
 Ms. called me and said I'm
 sick can you be my substitute
 and I said yes. I gave her my
 address and she gave me the
 directions. And on the note it said
 to do math first. so after she
 took attendance she said first we
 are going to do math. And all
 the kids went Boooo the teacher
 did not like that at all so
 they all got a yellow dot.
 The second thing they did
 was go to P.E they love P.E
 because they get to run around
 and have fun. At 12:05 they
 all went to lunch and they
 all had pizza cheese pizza. After we
 all eat we read Junie B Jones is not
a crook at 2:00 they wanted to play
 so they got to play for 30 minutes.
 At 3:05 they said good bye and
 some of the kids were
 crying because they love

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FINAL COPY

their substitute teacher. So they
all went home and went home
and went to bed. The End

Score point 3 -- Paper has significant need for editing. Both spelling and punctuation demonstrate little control of standard writing conventions. “the second thing they did was go to P.E they love P.E because they get to run around and have fun.” Errors begin to impede readability.



Writing

DIRECTIONS: Now write your final copy on the following two pages.

FINAL COPY

If I was a teacher for the day I would plan my day like this: First I would pass out seatwork, then when the bell rings, I'll get the children. I'll tell them my name, ask them to tell me their names and a little bit about themselves. Then I'll tell them a little about myself. Then I'll give them time for seatwork. During seatwork I will help them. After that I'll give a spelling test, let them have lunch, read, give a reading test, and teach math. Then I'll let them get ready to go home, and while their doing that I'll pass out homework. Then last I dismis them.

Score point 4 -- The use of the colon in the first sentence was not followed by other more sophisticated punctuation, but the writer demonstrates control of standard writing conventions. Spelling is usually correct (“dismis” for dismiss). Minor errors do not impede readability.

Grade 3 Writing Conventions – Score Point 5

Writing

DIRECTIONS: Now write your final copy on the following two pages.

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One day our teacher was absent and they had asked me to teach them. I was feeling a little scared but I pulled myself together. I went up to the front and I looked to see if everybody was here. I took lunch count and I saw some kids looking unhappy. I said to myself "hey I'm the boss now!" I said to the class "let's have a day of fun!" That day I brought in cookies, candy, soda, and all kinds of stuff. We had a blast! We went to recess every other hour. One kid punched a different kid in the gut and made him cry. I got mad at him and put him in time out. I came into the room and had a talk with the mean kid. He said he would never do it again. The bad day was almost over and the mean kid got a group and they started to kick, push, and hit other kids. I saw them do it and I called their moms and dads. They had to go home. There was one hour left and then I could go home. The kids started to get a train and started to hide. I couldn't see them. Then a blast of water shot at me and only with a few moments left the bell rang. I rested and rested until I went out to go home and tell my dad what a day I had.

The End

Score point 5 – The writer demonstrates strong control of standard writing conventions. The writer uses internal and end-of-sentence punctuation well, including quotations marks. The paper has correct capitalization, correct spelling, and correct grammar. There is little need for editing.

Writing**DIRECTIONS:** Now write your final copy on the following two pages.**FINAL COPY**

Today I'm teaching my class because my teacher is absent. I'm going to tell you about what our class did. First we did the first row of Math 4 Today. I said "When your done, you may do A.R. for about half an hour." Then everyone got working. Soon 7 people were done. 3 girls had some of my favorite books. The books were called Madeline's Rescue, One Tiny Turtle, and Strega Nona. In fact, since Madeline speaks French, so does my dad. The people who had the books, their names are _____ and _____. They were all working quietly during A.R. Next, A.R. was over and everyone got ready to grade the first row of Math 4 Today. Then we did a challenge of long a sounds. Soon, there came the final of long a between _____ and _____. The winner was _____ because she spelled so fast. Then it was recess. Recess is only 15 min., of course. When the class came in, we did a quick spelling test because,

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Go On 

Writing

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I didn't want the class to be late for lunch. After the spelling test, we left for lunch. After lunch, we came back in. In 45 min, it would be recess time. Then it was recess, but recess was canceled because a storm was outside with lightning, and the storm was heading toward the school. On the speaker, the principal called "Storm Schedule." When the speaker was turned off, we watched a video of Mother Nature. After the movie we cleared the room and then I said, "We'll have recess in here until I ring the bell." The kids were so excited. They thought it was better than their recess outside. Then, I rung the bell because it was almost time to go home. Then, I put back the stuff I cleared. When everyone went outside, they saw it was sunny. Today was the best day I ever had in my whole entire life, and I'll never forget the best thing I did.

Score point 6 -- The writer demonstrates strong control of standard writing conventions. Errors are so few and so minor that the reader can easily skim right over them. Internal and end-of-sentence punctuation is correct. The correct use of quotation marks is a plus, as well as the correct spelling, grammar, and usage. There is little need for editing.