

Grade 3 Sample Test Prompt

Ideas and Content

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

IDEAS and CONTENT

<p>6</p> <p>The writing is exceptionally clear, focused and interesting. It holds the reader’s attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none">• clarity, focus, and control.• main idea(s) that stand out.• supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support• a thorough, balanced, in-depth explanation/ exploration of the topic; the writing makes connections and shares insights.• content and selected details that are well suited to audience and purpose.	<p>5</p> <p>The writing is clear, focused and interesting. It holds the reader’s attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none">• clarity, focus, and control.• main idea(s) that stand out.• supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support.• a thorough, balanced explanation/exploration of the topic; the writing makes connections and shares insights.• content and selected details that are well-suited to audience and purpose.	<p>4</p> <p>The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by</p> <ul style="list-style-type: none">• an easily identifiable purpose.• clear main idea(s)• supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support.• a topic that is explored/explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present.• content and selected details that are relevant, but perhaps not consistently well chosen for audience and purpose.
<p>3</p> <p>The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by</p> <ul style="list-style-type: none">• an easily identifiable purpose and main idea(s).• predictable or overly-obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere.• support that is attempted; but developmental details that are often limited in scope, uneven, somewhat off-topic, predictable, or overly general.• details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information.• difficulties when moving from general observations to specifics.	<p>2</p> <p>Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by</p> <ul style="list-style-type: none">• a purpose and main idea(s) that may require extensive inferences by the reader.• minimal development; insufficient details.• irrelevant details that clutter the text.• extensive repetition of detail.	<p>1</p> <p>The writing lacks a central idea or purpose. The writing is characterized by</p> <ul style="list-style-type: none">• ideas that are extremely limited or simply unclear.• attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea.

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Writing

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

FINAL COPY

If I where a teacher for
a day I would make all
the kids do times table.
The class mostly where
short pants and short
shirts, and I where
short shirts and short
pants all the and
I have short hair
light brown eye
my hair color is
light black

Writing

FINAL COPY

I have light brown
skin.

Score point 1 -- This paper has no central idea. Attempts at development are minimal. Writer strays from being a teacher for a day to describing students and self, offering unrelated information that is simply unclear.



Writing

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

FINAL COPY

One day my teacher
was sick so I had to teach
my class first I teach my
class about math then
spelling Then Geometry
Vocabulary and science
then school was over.

Score point 2 -- This paper has minimal development and insufficient details. While the writer has addressed the prompt and established a main idea, development is not present.

Writing

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

FINAL COPY

One Monday morning My teacher called me, and she said can you teach my my class? I went to the school the kids were good. I did not gave them so much work in class they send to every think is said so I gave them candy. It was time to go home we backed up. The next morning my teacher called me at my house again and she said I am not feeling so good, can you teach my class again. I said yes I went to the school again. The kids were bad, this time I gave them a lot of class work, and I didn't gave them candy. Then the door open it was the teacher she said show me all the kids that were being bad o.k. and thats about it.

Score point 3 -- The main ideas are overly simplistic (“...kids were good...kids were bad...” Supporting details are limited. The events of the two days are very similarly supported and seem to echo observations heard elsewhere.

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

There once was a teacher that was absent, She asked a student named to teach for her. When got their every one was very nice, First she got every one ready for the spelling test, Their were some ah and some children were happy about it, All the students pased the test, Then the class did jornal. Since they were quiet C put on music. After that since they did so much work the class got recess. The class played very well at recess, When the students got back in class read them a story, It was called, "Orange and Green," The story was about to colors that sale cookies, Next gave them their homework, The class had to do handwritting and phonices for homework, Then the class left, That's the story of and the class.

Score point 4 -- Writing is clear and focused. Support is present. Main ideas are easily understood. Supporting details (spelling test, journal writing, recess, story time, and homework) are relevant. The writer makes some connections and shares insight.

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

Hey I'm ~~now~~ I'm in my classroom right now I'm doing my morning work. CLASS wait my teacher's talking. CLASS my teacher got eyes of bodies about, on class I going to let you know that my son got hit by a car on his bike so I want someone to volunteer to be the teacher for today. said my teacher how about you ben ben said no he did not want to be the teacher. How about you I said yes I do. "supp endid" I'll be back to marqui. Now I was the teacher I was thinking of letting the class have recess for the whole day. Bu I would get in big trouble so its time for math I only rote down answers that I know. "what is five times five" "twenty five" "good" I said "what is twenty six times one" "twenty six" "great" the time was one thirty I only had thirty minutes before we pack up for the day, now we are going to draw after drawing curi:ze for ten minutes "freeze" now we are going to have a snack for five minutes "time up" time for science "we did science for five minutes we did ecose. It was two o'clock. Its time to pack up class" "ok" said the class "bikeriders can go home parent pick up may go and buses come with me we got out at two thirty when we got out go on now and remember be safe.

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Go On 

Grade 3 Writing Ideas & Content – Score Point 5B

Writing

FINAL COPY

the next day our regular teacher
was there at school and her son was fine
the end.

Score point 5 -- Main ideas stand out. The writer provides relevant, carefully selected details (why the teacher was absent, dialogue about math, dialogue for activities, and ending with a report that "...her son was fine"). The writing makes connections and shares insights.



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

One day when I was getting ready for school the phone rang. I ran to the phone to answer it. It was my principal. He said he needed me to substitute. I said I'm only ten. He said all the other teachers are sick so I'm calling kids to help substitute. I said oh. The next day I was so scared. I had to substitute. My mom picked out teacher clothes for me and she said I'll do great. My mom drove me to school early so that I could set up the class room. When all the kids started to arrive my heart started to pound. When it was time to start class we started out by skip counting by tens. Every one started to say this is boring. I said I know. Lets watch a movie. Then the whole class started to clap. After everyone was done clapping we watched ice age. In the middle of the movie the principal walked in. He said what are you doing? I said um were watching a movie to try to figure out were the ice age is. The principal said whatever. I popped popcorn when the principal left. The day was almost over when we were done watching ice age. I popped in one

Writing

FINAL COPY

more movie. The next day the real teacher asked all of the kids what did you do with the substitute yesterday? Everyone said um try to figure out where the ice age was. the teacher said o with a curious smile on her face.

The End

Score point 6 -- Writing is clear, focused, and interesting. Main ideas stand out and are developed with strong support. "When all the kids started to arrive my heart started to pound." "I said um were watching a movie to figure out where the ice age is." There is clarity, focus, and control.

