

Grade 3 Sample Test Prompt

Organization

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

ORGANIZATION

<p>6</p> <p>The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by</p> <ul style="list-style-type: none">• effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow.• a strong, inviting beginning that draws the reader in and a strong satisfying sense of resolution or closure.• smooth, effective transitions among all elements (sentences, paragraphs, and ideas).• details that fit where placed.	<p>5</p> <p>The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by.</p> <ul style="list-style-type: none">• effective sequencing; the organizational structure fits the topic, and the writing is easy to follow.• an inviting beginning that draws the reader in and a satisfying sense of resolution or closure.• smooth, effective transitions among all elements (sentences, paragraphs, and ideas).• details that fit where placed.	<p>4</p> <p>Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by</p> <ul style="list-style-type: none">• clear sequencing.• an organization that may be predictable.• a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety.• a body that is easy to follow with details that fit where placed.• transitions that may be stilted or formulaic.• organization which helps the reader, despite some weaknesses.
<p>3</p> <p>An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by</p> <ul style="list-style-type: none">• attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear.• a beginning and an ending which, although present, are either undeveloped or too obvious (e.g. “My topic is...”, “These are all the reasons that...”)• transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused.• a structure that is skeletal or too rigid.• placement of details that may not always be effective.• organization which lapses in some places, but helps the reader in others.	<p>2</p> <p>The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by</p> <ul style="list-style-type: none">• some attempts at sequencing, but the order or the relationship among ideas is frequently unclear.• a missing or extremely undeveloped beginning, body, and/or ending.• a lack of transitions, or when present, ineffective or overused.• a lack of an effective organizational structure.• details that seem to be randomly placed, leaving the reader frequently confused.	<p>1</p> <p>The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by</p> <ul style="list-style-type: none">• a lack of effective sequencing.• a failure to provide an identifiable beginning, body and/or ending.• a lack of transitions.• pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly.• a lack of organization which ultimately obscures or distorts the main point.

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Writing

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

FINAL COPY

I would be toiling with the kids
in writing so they can learn something.
I would take them to art.
I would take them to lunch.
I would take them to P.E.

Score point 1 -- Paper reflects organization that is haphazard and disjointed. There is no identifiable beginning, body, or ending. There is a lack of effective sequencing.

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 --While an occasional organizational device is discernible (“one day...”, “...first...”, and “...then...”), the piece is too short to demonstrate organizational skills.

Writing

Mythe teacher

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

Once there was a girl her name was _____ One night _____ had a dream where her teacher was gone and her being the teacher and happend the next day? It started out as a quiet day until she got on the bus. Everybody was talking about "there teacher being gone! And when she got in her classroom there teacher was gone! And on her desk she found a note that said: Dear _____, because I am not here today and I could't get hold of a substitute I want you to teach your teacher, Mrs. _____

"I can not belive this." Said _____ "Belive what" Said a girl in her class named _____ "Belive that she would pick me to be in charge" Corrected her. "You mean like the teacher?" asked _____ "O.k now for Attendance" Said. "Brittany" "here" "Tyler" "here" Kara "here" Andrew "here" Jessica "here" Jacob "here" Jeremy "here" Lina "here" Michel "here" Cindy "here" Joey "not here" Michelle "here" Sonia "here" Daylen "here" Ashley "here" Chris "Me" Alex said "here" Mollie O. "here" Mollie U "here" Zach "here" Kourtney "here of course" Vernon "here" Selena "here"

Writing

FINAL COPY

"Now that that is over lets go to spec"
Girls go to music boys go to P.E" said
After that they went to lunch recess
home.

The End

Score point 3 -- An attempt has been made to organize the writing; however, the overall structure is inconsistent. The abrupt ending is underdeveloped ("After that they went to lunch recess home."). There is organization which lapses in some places but helps the reader in others.



Writing

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

FINAL COPY

Being a Teacher

If I were a teacher I would be helpful and the kids would like me being a teacher. But I won't help them on tests. I would be in a third grade classroom and we would have an auction every month. The one thing I would not stand is talking and wining. They would have recess a 9:15 to 9:30. Their lunch time will be 11:00 to 11:45. After lunch they would do a time test of adding. If all of them pass the time test I will give them a treat and if they don't pass I'll still give them a treat. So what will you do if you were a teacher?

Score point 4 -- Organization is clear. Order is present and details fit where placed. There is a recognizable beginning, but the ending (posing a question) lacks subtlety. There is clear sequencing.

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

FINAL COPY

The Nightmare Class

I hope that my class is a good one not like last year. I said, "Maybe teaching fifth grade will be easier than there." Ding the bell rang it was time for school to start. The class came rushing in. They looked ok but I wasn't so there. Then when the first spitball hit the air I knew this was a nightmare class! Then I remembered that today was the day they were taking the Aims test. This would not work they will not take that test I know they won't! So I let them not behave for the rest of the morning. When it was time for lunch they ran to the door I sent them all back and told them to walk. No more Ms. Nice lady I thought in my head as I showed them the way to the lunch room. When we got there they walked in I left to go think in my classroom. I thought I'll pick them up from lunch not giving them a recess. I'll take them back to the classroom and make them take the test. So that's what I did. They took the test in no time. Then they had a little time before they had to go so I gave them a little time to read and then they packed up. Once the

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Go On 

Writing

FINAL COPY

bell rang they ran out the door, I went home very tiered that day and on the way home I knew I wouldn't have a nightmare class again.

The End

Score point 5 -- The paper has effective sequencing; the organizational structure fits the topic, and the writing is easy to follow. There are smooth, effective transitions, such as “Then when the first spitball hit the air...” and “Once the bell rang, they rushed out the door.” Details fit where placed.



Writing**DIRECTIONS:** Now write your final copy on the following two pages.**FINAL COPY**
The Day I was Teacher

One day at school my teacher was sick. The first day we had a substitute. Then the next morning before school she called my house to see if I could be the substitute, for there were none available today, and she thought that I was responsible.

I was so excited that she had chosen me, except for the part that I only had one hour to plan the whole day. When I had it all thought up, Dad took & I to school. When we got there reses hadn't even started, & there were only staff on campus, so we went into the office to wait. I saw that there was a set of keys that had a note wich said, "Keys to room 13" for _____."

I was so amazed that she had reserved the the keys for me. When I got inside the classroom, I saw that it was a mess, so I decided to do a little cleaning. I wiped the writing off the chalkboard, & cleaned the desks, & valia! I thought it looked as good as new.

Then I saw a suit, wig & some stilts in the corner of the room. I decided to try them on, & I looked exactly like the teacher.

The class was extremely nice today, even _____ paid attention. First we did math, then A.R. & writing, then there was reses. When they came back in we did till lunch time. After lunch

Grade 3 Writing Organization - Score Point 6B

Writing

FINAL COPY

we did more A.R. & cursive. Then it was time to go home.
I had bin a great day being the teacher.

Score point 6 -- The order and structure are compelling and move the reader through the text easily. “I wiped the writng off the chalkboard, & cleaned the desks, & vaila! I thought it looked as good as new.” The paper has a strong beginning that draws the reader in, and a strong, satisfying sense of resolution : “It had bin a great day being a teacher.” Details fit where placed.

