

Grade 3 Sample Test Prompt

Sentence Fluency

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

SENTENCE FLUENCY

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| <p>6</p> <p>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none">• a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next.• extensive variation in sentence structure, length, and beginnings that add interest to the text.• sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas.• varied sentence patterns that create an effective combination of power and grace.• strong control over sentence structure; fragments, if used at all, work well.• stylistic control; dialogue, if used, sounds natural. | <p>5</p> <p>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none">• a natural, fluent sound; it glides along with one sentence flowing into the next.• variation in sentence structure, length, and beginnings that add interest to the text.• sentence structure that enhances meaning.• control over sentence structure; fragments, if used at all, work well.• stylistic control; dialogue, if used sounds natural. | <p>4</p> <p>The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by</p> <ul style="list-style-type: none">• a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace.• some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact.• strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective.• occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural. |
| <p>3</p> <p>The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none">• some passages that invite fluid oral reading; however, others do not.• some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns.• good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective.• sentences which, although functional, lack energy.• lapses in stylistic control; dialogue, if used, may sound stilted or unnatural. | <p>2</p> <p>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none">• significant portions of the text that are difficult to follow or read aloud.• sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object).• a significant number of awkward, choppy, or rambling constructions. | <p>1</p> <p>The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by</p> <ul style="list-style-type: none">• text that does not invite—and may not even permit—smooth oral reading.• confusing word order that is often jarring and irregular.• sentence structure that frequently obscures meaning.• sentences that are disjointed, confusing, or rambling. |

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Writing

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

FINAL COPY

today is the teacher in she is going
to teaching the students the names of are
class in we had fun in we were
pally then we go to are house
in we eat in I wen't with
my Boyfriend is we das in he tak
me to my house in I went to
sleep all nit.

Score point 1 -- Sentences tend to be incomplete, rambling, or very awkward. Confusing word order is often jarring and irregular. The text does not invite smooth oral reading. "I wen't with my boyfriend is we das in he tak me to my house..."

Writing

DIRECTIONS: Write your first draft on the following lines. Look back at the writing prompt prewriting plan on page 1 as you write your draft.

all about my school.

I would give them the whole day off.

And they can play as long as they want.

And they can do whatever they want to do for homework.

And all the students in my class.

They can take air tests.

the end

Score point 2 -- The writing tends to be choppy. Sentence patterns are monotonous, the middle three beginning with “and.”

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

I was the teacher for a day, and it went well. We did math, and a test, and games. We had reading time, and we counted by twos, and we did the mouse, and then we talked about the wolf. And then one of the kids did show and tell, and then we did book orders. Then we did pictures, and then we went to lunch. And when we came back there were polka dots there to teach us about themselves, we learned a lot about them. The class loved it. Then it was time to go to recess, and they played the bell rang, and then when they got back in the class we did math. When we were done it was time to go home. I said goodbye, and she said goodbye. I was sad, but the good thing was I don't have to be a teacher again.

Score point 3 -- There is some variety in sentence structure, length, and beginnings. Good control over simple sentences. The writing tends to be mechanical rather than fluid. “we had reading time, and we counted by twos, and we did mouse, and then we talked about the wolf.”

Writing

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

FINAL COPY

Ok everyone the teacher is absent today. I've been asked to be the teacher for the day. So what do you want to do first? I said, "Can we go to recess now?" said Amber. "No we can't right now. All we have to do now is arts-and-crafts." I said, "Yay!" went the class. By the way call me Miss. "I said, So everyone hurried, so they could go to recess. When they were finished, we headed for the playground. "Help/help" I heard, I saw _____ stuck in a tree, I said "I can't take it anymore!"

Score point 4 -- The writing flows and dialogue sounds natural for the most part. Sentence patterns are somewhat varied. For example, "When they were finished, we headed for the playground." Writer shows strong control over simple sentence structures.

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

Today my teacher was absent and I was choose to be the teacher for the day. I frist choose to do math. We did multiplication and adding. We did $8 \times 9 = 17$, $5 \times 7 = 35$ $0 \times 1 = 0$. Then we did art and made animal pickens. In libray I read them a story and then they found a book and checked a book out. Now it was time for play time were the class played with puzzles and games. Befor we go to lunch we have reading time. We each have are own book to read. Today at lunch the kids are haveing pizza. Then we go to computer lab and then recess. When we go to P.E. we did tug-a-war. Then we did wrighting are topic was the play ground. Last but not lest music. The class is getting ready for a play. Then they go home and I get ready for tomorrow. THE END.

Score point 5 -- The writing has an easy flow and rhythm. There are strong and varied sentences. For example, “In the library I read them a story...” and “Last but not lest music.” The writing is characterized by a natural, fluent sound.

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

If my teacher was absent and I got told to teach my class I would do what a teacher would do. In the morning my class would do the Pledge of Allegiance. Then my class would do morning business and morning work after they unpack. Then I would say finish what you're doing in your math journal and come to the carpet. I would say, "Good Morning Class." Then my class would say, "Good Morning Mrs. _____." We are doing mental math today. The day is good so far. During math the class is doing a math game in their student math journal. Math is over and it is time for bathroom break and recess. During recess my class got a little snack for being good. I had to put a student on a step because that person was not respecting people and property of room 16. Recess is over and now it is guided reading block. Crystal said, "Mrs. _____ don't you think the class deserve a gum ball?" Then I said, "Yes, can you give the class one?" Suse said, "_____." It was almost the end of the day. All we had to do is writing block, and hand writing. Then _____ said, "Mrs. _____ do you think I can give the class a gum ball?" I said, "Why not?" Ok class turn your paper in and trade it for your hand writing booklet.

Page 5

Go On 

Writing

FINAL COPY

The day is getting better and it has been 10 minutes. Class put your booklet away and pack when I call your table. The day has ended.

THE END

Score point 6 -- The writing has an effective flow and rhythm and consistently strong and varied sentence structure. Dialogue sounds natural. The paper has varied sentence patterns, length, and beginnings. The writer begins with predictable sentence patterns, but as the paper progresses, the variation is strong, especially in the dialogue.

