

Grade 3 Sample Test Prompt

Voice

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

VOICE

<p>6</p> <p>The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.). • an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. 	<p>5</p> <p>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.). • a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction. • a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense. 	<p>4</p> <p>A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of “writing to be read.” In places, the writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> • a questionable or inconsistent level of closeness to or distance from the audience. • a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places. • liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.
<p>3</p> <p>The writer’s commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by</p> <ul style="list-style-type: none"> • a limited sense of audience; the writer’s awareness of the reader is unclear. • an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical. • a limited ability to shift to a more objective voice when necessary. 	<p>2</p> <p>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by</p> <ul style="list-style-type: none"> • little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical. • a voice that is likely to be overly informal and personal. • a lack of audience awareness; there is little sense of “writing to be read.” • little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer. 	<p>1</p> <p>The writing seems to lack a sense of involvement or commitment. The writing is characterized by</p> <ul style="list-style-type: none"> • no engagement of the writer; the writing is flat and lifeless. • a lack of audience awareness; there is no sense of “writing to be read.” • no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.

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Grade 3 Writing Voice – Score Point 1

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 Geometric
vocabulary and science
then school was over.

Score point 1 -- The paper lacks a sense of involvement or commitment.
The writing has no sense of "writing to be read." The writing does not
involve or engage the reader.

Writing

First I'd teach math I would teach them times, multiplication and division.

After that I'd teach curisive. First I'd them I't and g. Then f, j, m, l, o, p and ry and all the other letters.

Next I would tech them how to cook. First I'd teach them how to cook stake, cake, cup-cak chicken.

Score point 2 -- There is no evidence that the writer has chosen a suitable voice. Writing is flat and lifeless. The second sentences in each paragraph are lists.

Writing

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

FINAL COPY

One day my teacher was absent so she asked me to substitute. I said "yes" so the next day I went to school. On the bus I sat next to my little brother Chase and my best friend Logan. When I got to school the announcements were on. It said that Pizza was No. 1 and that Hot dog was No. 2. Then I passed out D.O.I.. Everybody finished. After that, we went to recess. (I gave the class 10 extra minutes.) Then, we did math. Then, we had lunch. I got a Hot Dog. After that, I had Hats.. So, I put silent read for 45 mnts.. When I got back I read Goose Bumps Attack of the Jackolanterns. By R.L. Stine. then, we had recess. Then, it was time to go. Everybody left. then I did. When I go home, I watched the Bionicle Movie.

The end

Score point 3 -- The writer's awareness of the reader is unclear. Information about the bus ride and the movie at home indicate a lack of commitment to the topic. There is an occasional sense of the writer behind the words ("I gave the class 10 extra minutes."). The writing is somewhat mechanical (Then, then, then...).

Writing *My day as a teacher*

FINAL COPY

Dear Miss If you where absent and you put me in charge here's what I would do. I would play the computer all day long until my fingers burned to flames. Then I would give everyone a spelling test. Then the rats from the science lab ran down the hall and all of them came to Ashely to get their seats drawn but then Miss walked and when she saw the rats from the science lab when she did she fainted. So we didn't want to get in trouble so I said "Alltogethernow" so we pushed Miss into the supply closet and parted all day.

Score point 4 -- There is a sense of "writing to be read." In places, the writing is expressive ("I would play the computer all day long until my fingers burned to flames." and "Alltogethernow"). At times the writing is inappropriately casual ("...and part[i]ed all day.").



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

If my teacher was absent and I had to teach the class for a day I would teach them times for math I would tell them that they can use times for anything so I said "How about I give you a story problem" so I said "John went to the store. He bought 9 bags of candy each bag has 28 pieces How many pieces of candy does he have?" A lot of hands shot up!! So I called on She said "It's 252" I said well lets see if she is right. $28 \times 9 = 252$. Very good" so then we go our Language Book out and turned to page 77. "For Language today we are learning about Linking Verbs" so we talked more on linking verbs and went to recess we came in went to P.E. came did daily math then spelling went to lunch and got ready to go home. And then I dismiss them. I had a great day teaching.

Score point 5 – The writer has chosen and appropriate voice. There is a sense that the topic has come to life. The dialogue back and forth from teacher to student allows the reader to discern the writer behind the words. The writing shows liveliness and conviction ("I had a great day teaching.").

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 

Grade 3 Writing Voice – Score Point 6B

Writing

FINAL COPY

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

The End

Score point 6 – The writer has chosen an appropriate voice for the topic, purpose, and audience. There is an exceptional sense of “writing to be read.” The writing shows originality, liveliness, excitement, and humor (“No more Ms. Nice Lady”).

