

Grade 4 Sample Test Prompt

Ideas & Content

We all have things that we believe are exciting. Think of something you have done that was exciting to you. It might be winning a ball game, getting a new pet, or riding a bike.

Write a story about a time when you felt excited.

Your essay should

- Have a beginning, middle, and end .
- Describe the exciting experience .
- Include details about the experience .

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

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When I felt excited was ...
when I felt excited was when I
got Buddy and Fluffy my dogs.

Score point 1 – Ideas are extremely limited. Attempts at development are minimal. The paper is too short to demonstrate development of an idea. All the writer offers is a single statement.

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Go On 

Writing**FINAL COPY**

Last Saturday I had a game. First, we were out field. They caught the ball at me and I got her out. Next, we went in to bat. I went first. The pitcher threw the ball. Then I hit it and it was a pop fly. Finally, I ran but didn't touch the base. My coach told me to touch the base. I ran as fast as I can. They threw the ball but Miss and I won the game.

Score point 2 – Main ideas and purpose are somewhat unclear. The development is minimal. The writer offers several related details, but the reason for them is unclear. The reader must infer the purpose of the response. Since “excitement” is not mentioned, purpose could be many things.

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Go On 

Writing

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Easter sunday Part One
 ON Easter Sunday I found 25 eggs I found them in trees, bushes, pine and car tires. The people who hid the eggs were my mom and my cousin Frankie and who found the eggs were me my cousin Matt and his brother Ismo and our cousin Alexis. Alexis found seven teen eggs Matt found two eggs Ismo found seven eggs and I found twenty five eggs.

There were fifty four eggs and the person who got the most won a prize and I won and the prize twenty dollar! And it was exciting because I won twenty dollars! And what I did with the money was saved it incase I ever needed it I Lik for a new gameboy game.

Score point 3 – The reader can understand the main ideas, although developmental details are limited in scope and uneven. The writer has difficulty when moving from general observations to specifics. The reader wonders why it is important that the named participants found certain numbers of eggs when only the writer’s achievement is rewarded. Also, the writer “saved” the money, which seems unrelated to the rest of the response.

Writing**FINAL COPY**

The day I one a fish.

One day My family and I went to the Carnival and I guy kept yelling Saying win a fish only twenty-five cents. So my brother John Paul, My Sister Priscilla And I went over there my brother said to let my sister go first. Then My sister gave the man a dollar he gave her 4 balls he said try to make it in the bowl She toss them and she made one in she won a fish. Next was my brother and I gave The man a dollar each we were going at the same time and My brother made it in befor me he won a fish. last it was my turn so I tossed I in I didn't make it the last three times I made it on the last one. I was so Excited we were jumping up and down we ran to My Mom and Dad They said you guys one a fish they said why don't you guys take your fish on it's first ride so we did. My Brother took his fish on the Ferris whelle and My Sister took her fish on the in and out house. I took My fish on the Scarbler. family we went home on her way home we Staped at the Store and boat fish food then we got home we put are fish in a fish tank and gave it some food and some of are Friends came over to see the Fishes. While they were

Writing

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there we named them. My sister named
her's Michelle My brother, Named his
Vincent I named mine Nemo.

Score point 4 – The reader can easily understand the main ideas.
There is an easily identifiable purpose and supporting details that are
relevant. While there are problems in Sentence Fluency and
Conventions, the writer offers a response with a topic that is
explored/explained clearly. The reader knows how the fish was won,
what events followed the winning of the fish, and the fact that the
writer was excited about Nemo.

Writing**FINAL COPY**

On December 20, 1999 I woke very excited because that day was my birthday! Every year I always get wonderful presents from my family! I wondered what my gift would be this time. I quietly went downstairs and saw that the cake was in the frig and my decorations were up. I saw gifts on the table from my uncles and aunts, but none from my family. I felt so upset. Then I heard someone coming downstairs. It was my mom, my dad, my sister Kasi, my sister Morgan, and my youngest and only baby brother Austin. They all shouted, "Happy Birthday!" They all told me how important it is to turn six years old. After that, I started opening my gifts. I had a lot of toys and games.

When I finished opening my gifts I asked them, "Where's my gift from you. It isn't a birthday without a gift from your family." They said that it was in the garage. So my family brought me to the garage and when I opened my eyes there in front of me was the greatest gift of all. My very first bike! It was my favorite color, pink, and it had training wheels so I wouldn't fall off while I ride it. I jumped right on it and started riding it and riding it every minute. I loved that bike and I was so excited when I finally got one. At lunchtime I got off and we all ate cake. After lunch I got back on and

Page 4**Go On** 

Writing**FINAL COPY**

ode my bike in the garage.

A few weeks or one month later I got really good at riding. So my dad brought my new bike out in our backyard and took my training wheels off. He told me to try riding without my training wheels. I walked my bike to the grass, put on my helmet, and started riding. When I first started I fell down. I got up and tried again. I kept falling. I rode for 3 hours. Then I ate dinner and after I ate I rode my bike. I finally stayed on! I was riding everywhere! Now I'm ten and I still fall off, but I got a gear bike now.

Score point 5 – The writing is clear, focused, and interesting.

Supporting, relevant, carefully selected details offer a thorough, balanced exploration of the topic. The writing makes connections and shares insights. For instance, the reader learns that although the writer is “upset” that there is no gift from his family, but the story progresses with opening of presents from others. When the writer asks “Where’s my gift from you. It isn’t a birthday without a gift from your family,” the reader learns that birthdays are important to the writer because of how his immediate family responds. The “very first bike” is the exciting present.

Writing**FINAL COPY**The Great Comeback

It was a wonderful night for basketball. The champion chip basketball game was tonight. I was in the Champion chip with my team, the Bulldogs. We were against the mighty Wildcats. During our warm-up we did our lay up drill and just shot around.

Right before our game the announcer announced our names. When they called our names we would run through the cheer leader. Then we jumped ball and started the game. Cole tipped it to Zach B. and Zach B. passed it to Zach S. for an easy lay up to score two points. The Wildcats got the ball and made a shot. Soon the score was 14 Bulldogs and 16 Wildcats. I was surprised that every player on our team made a basket the first quarter. So far I made

3 baskets. It is half time and the score was 30 Bulldogs 39 Wildcats. When the 3rd quarter started we got the ball. Zach S. made a nice outlet pass to David for a lay up. After a lot of shots made by both teams the score was Bulldogs 56 Wildcats 67. When the 4th quarter came to a reach the players that were playing were Richard, Cole, Jonathan, Zach S. and Colin. They were unbelievable. They played excellent defence and made a lot of baskets and made a heck of a comeback. Richard stole the ball and made a wonderful lay up. Then the score was Bulldogs 69 and Wildcats 71. When I went up for a lay up Jake (on the Wildcats) fouled me and I made both of my free throws.

Writing**FINAL COPY**

I got fouled again by the same guy, but that time I only made 1 of my shots. The score was Bulldogs 72 Wildcats 71. Soon there was 10 seconds on the clock. I stole the ball that could have cost us the game. I passed the ball to Richard and Richard threw in the air to waste time on the clock. When Cole caught there was 2 seconds left so he threw it into the air. Then all the sudden the buzzer rang the Bulldogs won the champion chip!!! We went jumping up and down like crazy men. We went out to dinner at San Felipe's Mexican grill to celebrate!

Score point 6 – Main ideas stand out and are developed by strong support and rich details. From the “warm-up” to the play-by-play description of the entire game and the “2 seconds left,” the writer keeps the reader involved and focused. Carefully selected details, such as every player scoring in the first quarter, Zach’s “outlet pass,” Richard stealing the ball, and the final stall to keep the on e point lead, are well-suited to audience and purpose.

