

Grade 4 Sample Test Prompt

Voice

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

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.

©Oregon Department of Education. All rights reserved.

Writing

FINAL COPY

I had a birthday
party. Cousin's com e over
to my house. We have
cake. I go + present saw
fun.

Score point 1 – There is no engagement of the writer; the writing is flat and lifeless. There is no hint of the writer behind the words. “I had a birthday” does not involve the reader.



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 – The writing provides little sense of involvement or commitment. The writing tends to be largely flat, stiff, and mechanical. The writer lists events with no emotion.


Writing**FINAL COPY**

One day I woke up I found a puppy. My mom got it for me. I was so excited. When we went to the store. I got the puppy a collar. I was so happy. I was so excited that I got the puppy.

then I made him a bed. I got him some chew toys. I was so happy. I bought him a little blue sweater. He played with the dog. Next store I named him chewy.

He is brown only brown. I got some balls for the puppy. the Next store neighbors gave chewy a Squeaker toy.

Score point 3 – A sense of the writer may emerge at times: “I bought him a little blue sweater.” “He is brown only brown.” There is a limited sense of audience. The writer’s repetition of “I was so excited” and “I was so happy” shows unclear awareness of the audience.

Page 4**Go On** 

Writing**FINAL COPY**

When I learned to Ride a Bike

When I first got on my bike I fall. I keep on trying and trying. When I finally got it I fall again. I had fallen at one hundred times by then.

My mom said "Jade you've got it!" I stopped my bike and started jumping up and down and said "I did it I did it!" I felt so happy. By then it was almost dark so I started widding my bike before I had to go inside.


Write after that I started doing tricks like standing up, putting my feet on the handle bars. The next day I showed my mom my tricks and I scared her so I wasn't aloud to do them in front of her. I showed my dad and he said "yhep keep worken on them!" I said "OK dad I will" and I roud off.

My first day of bike widding was so much fun. I had so much fun that I called my friend to see if she could stay the night. I said "remember don't forget your bike?"

Score point 4 – 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, and sincere. The use of dialogue brings the paper to life.

Writing**FINAL COPY**

Hi I'm Anais and I like to play Soccer. The most exciting thing that happend to me was scorring two goals for the first time. It all happend when I was playing regaulor soccer with AYSO in tounsan, and thers this thing could alstars and I tried out for it and I made it. But the thing is it's going to cost lost of money for me to play Because we didn't know that we were gong to be travling. So we did yard sales, and selled lemons and cookies and all sorts of goodies. We raised enough to go on all our tournaments. Finally we did some drills and trained really hard. At the end of practice we picked our team name finally we picked on it was the mighty comets are uniforms were black and white. And my coaches name were Mike but we called him mad dog. And are asistence coach was named Flash. After 2 weeks of practice it was time to go to phinney. we played seve asid wich means 7 people on the socce filled and play halves wich means we play 25 mintes for each water brackes. After I got tripped I got pused done but the referee didn't call it and I got made but instea

Page 4**Go On** 

Writing**FINAL COPY**

of wasiting it on the referee. I wasited
 one the ball I took the ball away
 and dribbled it all the way to the sweet
 spot and gave the ball a big boot and
 it went wright over the goally and
 in the net and did the same with
 the other goal after we got in our positions
 Because every time some body scores you have
 to rest it and play again but after that
 the game was over and we won the game
 and that was exiting to me. what happena
 to you that exiting 88

Score point 5 – The writer has chosen a voice appropriate for the topic and audience. The writing is sincere and expressive. The reader discerns the writer behind the words: “..I got mad(e) but instead of waisting it on the referee, I wasited one the ball.”

Writing**FINAL COPY**

World Series

The D-Backs won again and now they have to meet and play the Yankees. If they beat them they will win the whole World Series. I doubt the Yankees will win. I say that because I am a Diamond Backs Fan. I was at the game in the center field seats. That is why I am going to tell you about the World Series.... STRIKE 3! Johnson struck Derek Jeter out again. Everybody screamed with delight. It was the bottom of the sixth and the Diamond Backs were up to bat. The score was 5 to 3 the Yankees are winning. Mark Grace stepped up to the plate. Here's the windup and the pitch.... Whack! He hit it down the third base line and made a single off of it. The third baseman threw it to the pitcher. Johnson steps up to the plate. Here's the windup and the pitch.... Whack! Johnson hits a grounder to center field. He picks it up, hurls it and gets Mark and Johnson out. Jr. S. Pile

Page 4

Go On 

Writing**FINAL COPY**

steps up to the plate. Here's the windup
 and the pitch. He punts and he gets thrown
 out at first. Yankees are up. Jason Gonzi
 steps up to the plate. Here's the windup
 and the pitch... Whack! out into left
 field Gonzo comes under and Boink!
 right into his glove. Whata catch! Next
 up is Will Sparks. Strike 1 Strike 2 Strike
 3! Just one more out. Jeter is up now. Here's
 the windup and the pitch... Whack! He hits
 a line drive straight to the pitcher. 3 outs.
 One more ab for the diamond Backs! Shiling
 steps up to the plate. Here's the windup
 and the pitch... Whack! down the first
 base line. He misses it and Curt makes
 a double. Next up is Jay Bell. Here's the
 windup and the pitch... Whack! out
 into center and makes a single. Next
 is power Hitter Gonzo. the pitcher throws
 two strikes and 3 balls. He throws it
 and WHAM going going Gone!
 That's ballgame. Final score is 6 to 5
 D-Backs won!

Score point 6 – The writer has chosen a voice appropriate for the topic,
 purpose, and audience, with an exceptional sense of “writing to be read.”
 The play-by-play description gives a sense that the topic has come to life.
 The writer seems to be aware of the reader and of how to communicate
 the message most effectively. The writing is expressive and engaging :
 “Everybody screamed with dyelight.” “...Gonzo comes under and
 Boink!”