

Grade 5 Sample Test Prompt

Ideas and Content

Imagine a train that could take you anywhere on Earth! You have a ticket in your hand for a trip that can make stops at three places.

Write a story about what happens from the time you get on the train until it returns to your hometown.

Your writing should:

- Have a story line with clear sequence.
- Use descriptive words and phrases.
- Have well-developed characters.
- Describe the setting.

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.

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

-It's time to get on the train
 -I'm pretty nervous - I want
 to go to Spain but - I'm
 not sure then as - I was
 entering the train when "no"
 I dropped the ticket and
 the doors closed.
 -I was on a train that
 was at least 100 mps.
 oh boy when they catch
 me - I'm busted.
 "Hello sis" "ah" "oh hi you
 scared me" "terribly sorry
 sis" "that's alright." "may
 I see your ticket" "no"
 you may not" "I'm an
 authorized to see your ticket"
 "no you are not" "yes I am"
 "so what's your point" "fine
 you caught me the worst
 part is the seats were spring
 loaded he pushed a button
 and I was sent flying
 in the air. And when
 I hit the ground my shoes

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FINAL COPY

came off.

Score point 1 -- The writing lacks a central idea. Ideas presented are unclear and not connected with each other. Attempts at development are minimal. The writer says he/she is going to Spain, but writes about the train's speed, dropping a ticket, being sent flying in the air, and losing his/her shoes and never reaches a destination.



Writing

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

FINAL COPY

My train would first stop at paris. I would see the leaning tower and stop at there world famous restaurants. Then I would stop at Germany. To see the forest and drive on the autoln. Last I would go to Washington D.C. I would look at the apple orchards and see the Whit house.

Score point 2 -- The main idea and purpose are unclear. Development is attempted but minimal. Three stops are mentioned, but insufficient details are offered about them.

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

I'm going on a train that's taking me to New York, Minnesota, and Canada. To go all of those places though, it will take five months! But the rest of my family is staying here in Phoenix, Arizona. I'm the only one who's going because I won the ticket in a raffle to go to any three places that I want to. But the reason is that I'm going to these places is because I want to visit my friends and explore in Canada. The date that I'm leaving is the twenty-second of February. I will stay at all the fanciest hotels in the places that I am going. My mom and dad gave me a cell phone so I could talk and speak to them when I feel like it and to keep in touch with them (ten days later). Well, I'm at the train station and boy, is it crowded! I'll be back on

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FINAL COPY

the Fourth of July, with presents
of all sorts. By, I can't wait
to come back, I almost don't want
to go that I'm so excited! Opps, I
have to go, I'll write back soon!
Bye-bye!

Score point 3 -- The reader can understand the main ideas, but supporting detail is often limited, insubstantial, overly general, or occasionally off-topic. For example, "My mom and dad gave me a cell phone so I could talk and speak to them when I feel like it and to keep in touch with them" shows uneven and somewhat off-topic detail.



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

Hello. My name is . . . I have saved up all my money for a train ride to Paris, Le Boulevard, and New York City. Rousing noises come in and out, and ask the lady if there is a seat on the train i've been looking forward to riding. She answers, "Sorry sir, but there is no space available." I groan. As I turn around I see a silver train. Nobody knew the train was there, all except me. Should I go in? If I want to go to Paris . . . ok, I'll try. I see a shiny ticket slot. I slip my ticket in. A silver door opens. I jump in. It's amazing!!! I pop myself into a chair. It's more comfy than the sunfiest chair at Sam's. I wait, but the train doesn't move an inch. Maybe it responds when you talk to it. Yeah I think I'll try that. I sit up straight and yell "Paris." The train starts moving. A wave of relief washes me. A couple hours later, the train stops. I jump out of my seat. I jump out the door and tell the train, "Wait here." I go and exchange my money. Couple minutes later, a ton of francs jingle in my pocket. I stop for a bite to eat and to shop. Couple hours later I stumble to the Tric. Each bag I was carrying weighed a ton. I panted as I sat down. "Le-Le Boulevard" I gasp.

Writing**FINAL COPY**

Ten minutes later we stopped. Le Boulevard was much like Paris, and like Paris, I stopped to eat and shop. Next stop, New York City! I call. Three hours later we stopped to eat and shop. By the time I got back to the train it was six sharp. By the time I got home, sleepiness drowsed me so I got out and patted the train's side, "I'm going to ride you again soon." As it chugged away, I couldn't wait for the pictures to develop, and it was true, I was going to ride the train again!

Score point 4 -- The writing is clear and focused. The events leading up to the train ride are well-developed, but once the writer boards the train, details are mundane and few. Support is present, although it may be limited or rather general. The writer has the same experiences at each of his/her stops, eating and shopping.



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

If I had a ticket for a train that could go anywhere, I would be overjoyed. Three places I would want to go to would be Lake Tahoe, New York City, and Boston, Massachusetts.

My first stop would be Lake Tahoe. Once I got there, I would want to rent a speedboat and go out on the beautiful lake. When you're riding a speedboat, it feels like the wind is rushing past you like a running cheetah. After some speedboating, I would get on the train and head back East.

Next stop, Boston Massachusetts. After I hopped off the train, I would love to take a walk through the leaves; I adore hearing the sound of them crunching beneath my feet. I would also like to go see some of my mom's old houses. Well, goodbye friendly old Boston! On the road again!

I wonder what awaits me in New York City! Of course, the main sight I want to see

Writing**FINAL COPY**

is the Statue of Liberty. It will be a tiring walk to the top, though! Some other places I would like to visit are the New York Stock Exchange and Ground Zero. I know that New York City smiles down at me like it just won first place because I love New York City and it loves me.

Back on the road again to good old (hot) Arizona. I had a fantastic trip and want to take it again.

The End

Score point 5 -- The writing holds the reader's attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing makes connections ("...walk through the leaves..." and "...tiring walk to the top...").



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

It was a sunny Thursday as I walked to the train station with money banging in my pockets. I walked up to the ticket lady and asked, "May I have a ticket for train number 559?" I waited for an answer. Finally, she said, "Yes dear. Train number 9. Here you go." I tried to tell her that she made a mistake and gave me the wrong ticket, but before I could make a peep, she was gone. Then a man came up to me and said, "Oh! You have a train ticket for number 9? Quick, come with me!" He pulled me into a train that had a big number 9 on it. "Hey!" I yelled. "You don't understand. I have the wrong—" "Now, I'll let you in on a little secret," he interrupted. "This is a magical train that can take you anywhere on Earth! You have a choice to go three places! One at a time though, please." My heart pounded. Should I accept this offer or just go home? "Fine!" I said. "Can we go to Hollywood first?" "Will do," he said. "Strap in your seat belt." Only in five minutes, we were there. "I'm going to go shopping," I said. "I'll catch up with you later." As I walked around Hollywood, I saw my favorite movie star. I looked at her and noticed that we were both wearing the same thing! She looked at me. "Hey cool!" she said. "You look like a nice girl! What's your name?" My jaw hung open, but I managed to say, "Sammy." We talked for a while and became friends. "Hey, do you want to go to the Bahamas with me?" I asked. "Great! When are we leaving?" "Right now!"

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Go On 

Writing**FINAL COPY**

I said, very excited! Then the train pulled up. "Hop in!" I yelled. In 10 minutes, we were both getting tons on the beach in the Bahamas. "This is so great! I never knew I would end up in the Bahamas with you!" I said. "Yes, but my time is almost up. I'm filming a movie tomorrow," she replied. We went surfing for 20 minutes, but then she had to leave. "Bye," I said sadly. "Good luck with your movie!" I was sad, but excited for my next destination. "Florida," I said. In 15 minutes, I was paying for a ticket at Disneyworld. I met Mickey Mouse and many other characters. But at the end, I was tired from all of the roller coasters. The man told me it was time to go back. Soon, I arrived at home. "Now remember," the man said, "Don't tell anybody!" "I won't," I promised. "Thank you. I had a great time." As I walked up the driveway, I turned around to say my last goodbyes. But train number 9 was already gone. "Weird," I whispered to myself, "But I know I'm going to do it again."

Score point 6 -- The writing is exceptionally clear, focused, and interesting. Rich details (the disappearing lady, meeting a movie star, and roller coasters) are suitable to audience and purpose. The writer has a thorough, balanced, and in-depth exploration of the topic.

