

Grade 5 Sample Test Prompt

Organization

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

ORGANIZATION

<p>6</p> <p>The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by</p> <ul style="list-style-type: none"> • effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow. • a strong, inviting beginning that draws the reader in and a strong satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • details that fit where placed. 	<p>5</p> <p>The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by.</p> <ul style="list-style-type: none"> • effective sequencing; the organizational structure fits the topic, and the writing is easy to follow. • an inviting beginning that draws the reader in and a satisfying sense of resolution or closure. • smooth, effective transitions among all elements (sentences, paragraphs, and ideas). • details that fit where placed. 	<p>4</p> <p>Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by</p> <ul style="list-style-type: none"> • clear sequencing. • an organization that may be predictable. • a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety. • a body that is easy to follow with details that fit where placed. • transitions that may be stilted or formulaic. • organization which helps the reader, despite some weaknesses.
<p>3</p> <p>An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by</p> <ul style="list-style-type: none"> • attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear. • a beginning and an ending which, although present, are either undeveloped or too obvious (e.g. “My topic is...”, “These are all the reasons that...”) • transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused. • a structure that is skeletal or too rigid. • placement of details that may not always be effective. • organization which lapses in some places, but helps the reader in others. 	<p>2</p> <p>The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by</p> <ul style="list-style-type: none"> • some attempts at sequencing, but the order or the relationship among ideas is frequently unclear. • a missing or extremely undeveloped beginning, body, and/or ending. • a lack of transitions, or when present, ineffective or overused. • a lack of an effective organizational structure. • details that seem to be randomly placed, leaving the reader frequently confused. 	<p>1</p> <p>The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by</p> <ul style="list-style-type: none"> • a lack of effective sequencing. • a failure to provide an identifiable beginning, body and/or ending. • a lack of transitions. • pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly. • a lack of organization which ultimately obscures or distorts the main point.

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Writing

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

FINAL COPY

It is cool to go on a train
and will go to Africa because
there is many type of place there
is like and there are animals, my favorite
is a lion and now croc. And there is a
Ocean and a whale's, sharks! and all
my other come one here, and his name
is "Sickwile", now I just playing this
reel name is crockhunter! he fishes
crocodile.

gone.
hi!

Score point 1 -- Writing lacks coherence. Organization is haphazard and disjointed. The writer fails to provide an identifiable beginning, body, or conclusion. There is no sequencing.

Writing

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

FINAL COPY

My name is _____ and I have a ticket to a train called the Bulldozer. I got on the train and went to Brazil. I met my uncle said hi and got back on the train to Chile. I got there and it became boring so I left and return home in Mesa, Arizona. I told my family all about my adventure.

Score point 2 -- The piece is simply too short to demonstrate organizational skills. There is an extremely underdeveloped beginning and ending.

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

I started Home from school to go on a train trip to florida, New York, and back to arizona. I got out of school at 3:00 clock and The Train came at 3:30, so I ran all the way home. When I got home I got packed a left on my bike to go to The train station, after I got on The train I orderd a pizza for only 50¢. The next morning I was at florida I got of the train and went to orlanda were I had alot of fun. Then the next day I went to New york. I went surfing and bungie jumping of a cliff with friends. Then I bout a pizza. The next day I went to my home town arizona a went swiming.

Score point 3 --The writer attempts to organize the writing; but it is inconsistent. Transitions sometimes work, but are overused ("then" and "the next day").

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

When I first got my train ticket to go to any three places on Earth I was so happy! I boarded my private train and I told the conductor where the first place I wanted to go was. The first stop was Rhode Island, because I wanted to meet my grandparents. So I slept for a while and played games. Then we finally got there.

When we got there I was absolutely excited! I stayed there for one night and then we left again. The second place I wanted to go to was the Bahamas. So while I waited I called my mom and dad to tell them how I was doing. Finally we got there. I stayed in a private hotel all by myself. When I left everybody told me to come back soon, I felt so loved.

The final place I wanted to go to was the Phillipines. I wanted to go to the Phillipines so I could visit my moms. When we got there I was so delighted to see them because I haven't seen them for five years. So when I got home I told everybody about my trip. It was so cool.

Score point 4 -- Order and structure are present but seems formulaic. The body is easy to follow, and details fit where placed. The beginning and ending are there, but neither is particularly inviting.

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

Today I have a ticket for a train to take me anywhere on Earth. I'm so excited. I mean anywhere on Earth that's exciting, very exciting. The three places I will like to go is Greece, Italy, and Hawaii.

I tell my mom and she says "oh just be home before 9:00 p.m.", I say "oh. Bye mom and Sabrina love you", I say. So the train comes to pick me up, the train driver says "where to?", I reply "Greece, Italy, and Hawaii please." I looked around and there was only 2 kids. It was funny because they were my best friends and they were going somewhere else. All I knew is that they weren't heading my way.

A hour passed by. I had fell asleep, and had left. I fell asleep again. I woke up with the train driver say "first up Hawaii." So I get my snorkle, my airtank, and my goggles. also my bikini. I'm all ready to go scuba diving. So I jump into the ocean, the

Writing**FINAL COPY**

fishes are so beautiful, look at that star fish. Oh no! A shark is head my way, why a hammer head shark. That was a close one, a very close one.

I got back on the train. The train driver ask me "How was your swim?" I reply "nice, until the shark came thanks for asking". A hour passed by. Now I'm in Italy it's so beautiful. I'm going to the Church to go see the paintings. There so beautiful. It makes you feel like your in heaven. I stayed there for a while, prayed alot.

Time was flying by, I had to leave. Before I knew it I was in Greece. I took pictures of the statues of Gods, Greek Gods, like Zeus, Aphrodite, Hercules, Venus, and Neptune for my mom, she always wanted to go there. Before I knew it I was home tell my mom my adventures. I had a remarkable time.

That's All Folks!

Score point 5 -- The order and structure are strong. The paper has effective sequencing and the writing is easy to follow. The end of paragraph two "takes" the reader along as the writer scuba dives. The beginning is inviting and there is a satisfying sense of closure.

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

I quickly climbed the last few steps onto the train then quickly hurried over to where my parents were sitting. I lifted my suitcase into the luggage compartment and took my seat by my big brother. Suddenly, with a low rumble the train lurched forward at seven hundred miles per hour. I sat and waited for a while before falling asleep. I woke up suddenly to my brother shaking me and saying, "we're here!" I rubbed my eyes and stood up quickly. I pulled down my suitcase and rushed out of the door into the humid air. I was in Hawaii.

Let me clear things up for you. My family and I were on the Lightning Express, which is a train that can go anywhere on Earth. We got to go to any three places we wanted, which was Hawaii, Madagascar, and New Zealand. When my family and I arrived in Hawaii we went to our hotel, unpacked our luggage, then went to the beach. We did tons of

Writing

FINAL COPY

stuff there, like playing in the water, finding shells, and snorkelling. We stayed there for a week before getting on the train again.

We travelled for hours before arriving in Madagascar. Madagascar is very tropical and has many interesting animals there. (Madagascar was my favorite place.) When we were there we hired a tour guide and travelled around finding animals and plants. We found many chameleons there and stayed for five days.

After another long trip we arrived in New Zealand. We traveled around buying souvenirs, going to interesting places, and staying at cool hotels. (When I was there I got to hold a koala.) After a week there, and another long trip, it felt nice to be back home. If I could, I would definitely go again.

Score point 6 -- The order and structure are compelling. Organization enhances the central idea. The strong inviting beginning draws the reader in. The sophistication of the introduction is exemplary. Writing has smooth, effective transitions among all elements. Paragraph three begins easily with “We traveled for hours before arriving...” and paragraph four begins with “After another long trip we arrived...” both perpetuating the craftsmanship of the introduction.