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Student Work Samples for the Writing Prompt in the 2013-14 Practice Test

English Language Arts

Grade 3

Introduction

As we implement the Common Core State Standards (CCSS) in English language arts (ELA), the spring 2014 LEAP and iLEAP tests will continue to include writing prompts that focus on a key instructional shift of the CCSS—writing grounded in textual evidence. The writing section of the 2013-14 assessments will ask students to read one or two passages and then write a composition that includes evidence from the text(s) to support the writer’s ideas. These evidence-based writing prompts ask students to read text carefully to determine what evidence is most relevant and then create an organized, well-written composition that incorporates that evidence. For more information about the writing session and other sessions of the 2013-14 assessments, please refer to the [Assessment Guidance](#) on the Louisiana Department of Education’s website.

Purpose of This Document

The Sample Student Work documents are meant to be used with the [2013-14 practice tests](#). By providing teachers with sample responses to actual prompts and annotations explaining the responses, the documents will help teachers better prepare their students to read and respond to text. Writing prompt information and samples of student work for grade 3 are included in this document, but teachers are encouraged to look at the materials at the other grade levels in order to see models of all of the types of writing assessed on the spring tests. Looking across the grade levels, teachers and parents can also see the changes in passage complexity and the increasing expectations for rigor in student work as students progress from grade 3 to grade 8.

This document includes the following:

- Grade-specific information about how writing will be assessed on the 2014 spring assessments
- The Grade 3 writing prompt from the [2013-14 practice test](#)
- The Content rubric used to score the writing prompt, followed by actual student compositions that represent each score point on the Content rubric (score points 4, 3, 2, and 1) and annotations explaining the Content scores
- The Style rubric, followed by actual student compositions that represent each score point on the Style rubric (score points 4, 3, 2, and 1) and annotations explaining the Style scores
- The Conventions rubric and actual student compositions that represent acceptable and unacceptable examples of sentence formation, usage, mechanics, and spelling

Additional Materials:

- A key that lists the total scores for all student samples in this document
- A copy of the Writer’s Checklist students will be provided when taking the test
- Additional Notes for Scoring Conventions
- A scoring exercise to use as an extension activity for schools and districts

Scoring Information

The responses to the LEAP and /LEAP writing prompts will be scored on three dimensions: Content, Style, and Conventions, using the state’s scoring rubrics. A summary of the score points for the Writing Session is shown in the table below.

| Dimensions | Maximum Possible Points |
|---------------------------------|--------------------------------|
| Content | 4 |
| Style | 4 |
| Conventions: Sentence Formation | 1 |
| Conventions: Usage | 1 |
| Conventions: Mechanics | 1 |
| Conventions: Spelling | 1 |
| Total Points | 12 |

2013-14 Practice Test Writing Prompt

The writing prompt that follows is from the [2013-14 Grade 3 Practice Test](#) and appeared on the Spring 2013 Grade 3 iLEAP Test. It asks students to write a story, but other writing prompts at grade 3 may ask students to develop an explanation or express an opinion.

Session 1: Writing

Read the passage about Lake Fausse Pointe State Park. As you read the passage, imagine that you are visiting the park. Then use the passage to help you write a well-organized story of two or more paragraphs.

Lake Fausse Pointe State Park

Did you know there are more than 6,000 state parks across the United States? Some of the most beautiful and exciting parks can be found right here in Louisiana!

Lake Fausse (FAW-see) Pointe State Park is in the southern part of Louisiana. The park covers 6,000 acres. That is almost equal to the size of 1,000 city blocks! The park has rivers, streams, and bayous. It is home to plenty of trees and plants. Visitors will be delighted by all the things there are to see and do.

The waters of Lake Fausse Pointe State Park have something for everyone. Two of the most popular activities are canoeing and boating. There are also several swimming areas where visitors can cool off after a long day in the sun. If you enjoy fishing, remember to bring your fishing pole. The waters are filled with all kinds of fish. Just about everyone who tries can catch a fish.

The park also has interesting hiking trails. Visitors walking along the trails can see the many birds and other wildlife that live in Louisiana. Visitors might observe a white-tailed deer running through the woods or an alligator floating in the water.

Camping is another fun thing to do. There are campgrounds throughout the park to choose from. If sleeping in a tent is not your idea of a good time, you can rent a cabin. No camping trip is complete unless you cook over a fire. Don't forget the hot dogs!

After your first visit to Lake Fausse Pointe State Park, there is an excellent chance you will want to come back again soon.

Writing Topic

Imagine that you are going on a trip to Lake Fausse Pointe State Park.

Write a story for your teacher about a visit you might have to Lake Fausse Pointe State Park. Describe the things you might see and what might happen. Use details from the passage to help you tell your story.

As you write, follow the suggestions below.

- Your story should have two or more paragraphs.
- Be sure your story has a beginning, a middle, and an end.
- Use details from the passage and include enough information so your teacher will understand what happened in your story.
- Be sure to write clearly.
- Check your writing for correct spelling, punctuation, and grammar.

Content Samples

The **Content** dimension measures

- the focus of the student’s central idea;
- the development of that idea, including the appropriate and accurate use of information from the passage(s); and
- the organization of the student’s ideas.

As teachers continue to work with text-based prompts, considering the ideas below will be helpful, especially when reviewing the sample responses that follow and in teaching students how to incorporate evidence into their compositions:

- The assessment is not asking students to use citations the way they would in a research paper. Because there are no authors and page numbers included with the grades 3-8 passages, it would be difficult and unwise to apply formal citation rules to the transitional writing prompts.
- Students may certainly quote directly from a text when supporting their ideas; however, students need to be directed to choose evidence carefully. Students and teachers may consider this question when evaluating a composition: Is the student just copying big chunks of text, seemingly without purpose or connection to his or her ideas, or is the student selecting specific and well-chosen textual evidence that supports the ideas developed in the composition?
- Students should be instructed to explain the evidence they include in their compositions. They need to show a clear connection between the passage information and the development of their ideas.
- Students should be reminded to consider the task when citing information. For example, it would not be appropriate for a student to include a formal introduction to a quote or idea from the passage, such as “according to the passage,” for a narrative task. It might, however, be appropriate to use a more formal citation when the task is a persuasive or expository one, especially when the evidence is being used to substantiate a student’s claim. For example, the grade 5 writing prompt in last year’s practice test asked students to respond to a passage about the pros and cons of teaching handwriting. The passage quotes educators and other experts, so it would be fitting to introduce that evidence by saying, “According to Marlena Hamilton, Professor of Neurology at University of Pennsylvania, . . .” This kind of citation adds authority to the evidence and may strengthen the student’s argument.

CONTENT (One Passage): Central Idea, Development, and Organization

Key Questions: Does the writer stay focused and respond to all parts of the task? Does the writer's use of the text show an understanding of the passage and the writing task? Does the organizational structure strengthen the writer's ideas and make the composition easier to understand?

| Score Point | 4 Consistent, though not necessarily perfect, control; many strengths present | 3 Reasonable control; some strengths and some weaknesses | 2 Inconsistent control; the weaknesses outweigh the strengths | 1 Little or no control; minimal attempt |
|---|---|---|--|--|
| CENTRAL IDEA | <ul style="list-style-type: none"> focused central idea shows a complete understanding of the task | <ul style="list-style-type: none"> clear central idea shows a general understanding of the task | <ul style="list-style-type: none"> vague central idea shows a partial understanding of the task | <ul style="list-style-type: none"> unclear or absent central idea shows a lack of understanding of the task |
| USE OF THE PASSAGE AND DEVELOPMENT | A composition without information from the passage cannot receive a score higher than a 2 in Content. | | | |
| | <ul style="list-style-type: none"> includes well-chosen information from the passage to support central idea Passage information and ideas are developed thoroughly. Details are specific, relevant, and accurate. | <ul style="list-style-type: none"> includes sufficient and appropriate information from the passage to support central idea Passage information and ideas are developed adequately (may be uneven). Details are, for the most part, relevant and accurate. | <ul style="list-style-type: none"> includes insufficient or no information from the passage Ideas are not developed adequately (list-like). Some information may be irrelevant or inaccurate. | <ul style="list-style-type: none"> includes minimal or no information from the passage and/or the information shows a misunderstanding of the passage minimal/no development Information is irrelevant, inaccurate, minimal, confusing. |
| ORGANIZATION | <ul style="list-style-type: none"> Evidence of planning and logical order allows reader to easily move through the composition. clear beginning and ending effective linking words and phrases sense of wholeness | <ul style="list-style-type: none"> Logical order allows reader to move through the composition without confusion. has a beginning and ending some linking words and phrases | <ul style="list-style-type: none"> attempt at organization weak beginning, ending may lack linking words and phrases | <ul style="list-style-type: none"> random order no beginning or ending difficult for the reader to move through the response |

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Sample 1

Final Draft

One day, I was driving to see Lake Fausse Pointe State Park. When I got there I looked around. While looking around I saw a lake. I walked up to it and saw fish. Big fish and small fish. I enjoyed looking at the fish. I wanted one as a pet. So I got a rod, a plastic bag of water, and the most important, the bait. I got the rod ready. Then I threw the rod in the lake and waited, and waited, and waited. until I felt a pull on the rod. I pulled so hard that my muscles hurt. Then out popped a fish. It was so pretty! I put it in the plastic bag filled with water. I zipped the bag up and put it in my car. Then I went back to the park to explore some more. After a while, I went hiking. I saw some interesting stuff (animals).

After that, I went camping. I saw some bays and streams. I saw some wildlife too. I saw birds and white tailed deer. In a stream I saw some alligators (it looked like logs floating in water). At night, I didn't want to sleep in a tent because there might be some dangerous wild life outside. So, I rented a cabin and outside that cabin was the fire. I put ribs, hot dogs, and every thing that includes a BBQ. That night I slept well. When I woke up I had to go to work. It was 06:30 AM. That's when I had to go to work. so I ran to the car and recognized that my fish I had caught was still

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Final Draft (continued)

~~there~~ I left the park wishing to come back

Sample 1: Content 4

The response shows consistent control in the content dimension and reflects a complete understanding of the task of writing a story about fishing and camping at Lake Fausse Pointe State Park. The writer integrates numerous and well-chosen details from the passage to support the narrative. A logical ordering of events and some transitions make the story easy to follow. A clear and somewhat humorous ending involving the fish from the previous day still being in the car shows some planning and creates a sense of wholeness.

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Sample 2

Final Draft

One day, I went to Fausse Pointe State Park. While I was at the state park I went swimming and after I finished swimming I cooled off in the sun and I drank lemonade. Then, I went hiking and it was a long hike but when I finished I saw the whole park and I also recognize that it is a big park. The next thing I did was I went fishing and I caught a lot of fish the fishes I caught was a cat fish, a bream and some other fish I couldn't name. One time I decided I wanted to go walking and while I was walking I saw birds, ducks, alligators, and fish hopping in the water. When I finish walking I got a little tired again so I had a little drink and after that I went swimming again but this time this was a race and I have good news and bad news the good news is I got a big prize the bad news is I came in second place. Finally, I got tired so I went home and I thought that maybe next year I will go again but this time it is going to be a short day or not.

Sample 2: Content 3

This response demonstrates a general understanding of the task and reasonable control in the content dimension. There is a story about a trip to Lake Fausse Pointe State Park with sufficient information from the passage to flesh out the tale. The development is adequate, and there is some elaboration of the day's events; however, this story, although told in logical order with a few transitions, comes off as a bit list-like. Although there is a slight digression about a race, some repetition of the main ideas, and a less-than-powerful ending, these weaknesses do not outweigh the strengths of the composition.

Sample 3

Final Draft

If I went to Lake Fausse Pointe State Park the first thing I would do is go swimming. The next thing I would do is go canoeing. Then, I would go fishing and catch all kinds of fish. Then, I would go hiking and explore maybe even see a white-tailed deer. Then, when I see a hole, I might see an alligator. Then, I would unpack then rent a cabin. Then, I would see all the plants. Then, get all the stuff to make hot dogs then start a fire. Then I would eat all my hot dogs. Last, I will pack up and leave the next morning. I would probably go back again. That's what I would do if I ever go to Lake Fausse Pointe State Park.

Sample 3: Content 2

This response demonstrates inconsistent control in the content dimension and only a partial understanding of the task. Although there is some passage information included, the response is not a narrative. The composition lacks adequate development and the attempt at elaboration is list-like. The overuse of the word *then* as a transition along with both a weak beginning and ending are further evidence of the writer's lack of control of the dimension.

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Sample 4

Final Draft

Lake Fausse park is good to go
Swimming or canoeing you can go in the
Wood to see bird and to catch fish a tow
you can go complete in the wood or a
campgrounds. So make sure you do not get
eat by a bear LOL have funny.

Sample 4: Content 1

This sample demonstrates a minimal attempt to respond to the prompt. While it is evident that the writer read the prompt, it is clear that he or she does not understand that the task is to write a narrative. This composition includes an unclear focus, minimal development of ideas, and little evidence from the passage. Some parts are confusing (“You can go complete in the wood . . .”), and the reader has to work to make sense of the response.

Style Samples

The **Style** dimension evaluates the ways in which the student shapes and controls the language and the flow of the composition. Features of Style include

- word choice;
- sentence fluency, which includes sentence structure and sentence variety; and
- voice, the individual personality of the writing.

STYLE: Word Choice, Sentence Fluency, and Voice

Key Questions: Would you keep reading this composition if it were longer? Do the words, phrases, and sentences strengthen the content and allow the reader to move through the writing with ease?

| Score Point | 4 Consistent, though not necessarily perfect, control; many strengths present | 3 Reasonable control; some strengths and some weaknesses | 2 Inconsistent control; the weaknesses outweigh the strengths | 1 Little or no control; minimal attempt |
|--|---|--|--|--|
| WORD CHOICE | <ul style="list-style-type: none"> • precise • effective • vivid words and phrases appropriate to the task | <ul style="list-style-type: none"> • clear but less specific • includes some interesting words and phrases appropriate to the task | <ul style="list-style-type: none"> • generic • limited • repetitive • overused | <ul style="list-style-type: none"> • functional • simple (below grade level) • may be inappropriate to the task |
| SENTENCE FLUENCY | <ul style="list-style-type: none"> • fluid, very easy to follow, because of variety in length, structure, and beginnings | <ul style="list-style-type: none"> • generally varied in length and structure • Most sentences have varied beginnings. | <ul style="list-style-type: none"> • little or no variety in length and structure • Awkward sentences may affect the fluidity of the reading. • same beginnings | <ul style="list-style-type: none"> • simple sentences • no variety • Construction makes the response difficult to read. |
| VOICE (individual personality of the writing) | <ul style="list-style-type: none"> • compelling and engaging | <ul style="list-style-type: none"> • clear, but may not be particularly compelling | <ul style="list-style-type: none"> • weak and/or inconsistent voice | <ul style="list-style-type: none"> • no voice • Response is too brief to provide an adequate example of style; minimal attempt. |

Final Draft

Lake Fausse Pointe State Park

Last summer my brother and I went to Lake Fausse Pointe State Park. We told our mom that we had so much fun. We even got to go canoeing, boating, swimming, fishing. We even got to play baseball on a big, open field. We liked that very much. And one day as we were walking down the park trails, we ran into our friends. We said "Hello" and "How have you been doing." Then they invited us to their camp site to spend the night. We said "Sure." So we got our sleeping bags and headed to their camp site. Then when we got there they were cooking hot dogs. They said "Would you like to have one." My brother and I said "No thank you." Because before we came over we ate nachos. Then our friends said "Tomorrow we could go fishing on the bay." By the way I caught a big bass. So when we woke up we went fishing. My brother and I both caught a 20 pound catfish. That was our favorite part. But our most favorite was coming home to see

Final Draft (continued)

you.

Sample 5: Style 4

This response demonstrates consistent control in the style dimension. The writer establishes a clear narrative style appropriate to the task by using narrative techniques, such as dialogue and description. Well-constructed sentences with varied lengths, structures, and beginnings allow for a fluid reading. The word choice is effective and allows the writer's voice to come through.

Final Draft

One day I went to Lake Fausse Pointe State Park. When we got there we had to set the camper up. Setting up the camper wasn't fun at all to me. But I had to help anyway. After we got through setting up the camper we went fishing. After we caught a bunch of fish we went back to the camper. me and my Dad Grilled the fish. When they were ready we ate them. The fish tasted wonderful. Then we roasted marshmallows. they tasted minky, sweet, and Goowy. The next we went hiking on a huge hill. It was kind of scary. But then it wasn't that scary at all. When we got through hiking my Dad and I went to the store to get some wieners and more marshmallows. When we got back we roasted the wieners and marshmallows. The next day we were there we went swimming. it was very fun to my Dad and me. We swam a long

Final Draft (continued)

time. After that we went to bed.
The next day we went home.

Sample 6: Style 3

This response demonstrates reasonable control in the style dimension. The composition includes a few interesting words and phrases, especially when describing the marshmallows, but not enough precision throughout the composition to show consistent control. Sentences are fluent, which allows for easy reading; however, there is a lack of sentence variety. Many sentences start the same way, "After..." and "After that..." etc. While the voice is clear, it is not engaging.

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Sample 7

Final Draft

Do you want to go to Lake L
Fausse State Park? Because I do. We would get to hike.
And we would get to go swimming. We would see alligators
there to. And we would sleep in a tent.
I We would see all the
beautiful flowers. We would get to go canoeing. And see
the streams and bayous. There is a lot of thing to do
and to see. We could finish the camp with a fire.
We would have a great time.

Sample 7: Style 2

This brief response shows inconsistent control in the style dimension. Although the sentences are fairly fluent, there is little variety in sentence beginnings, length, and structure. Word choices are limited and repetitive, and the voice is weak.

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Sample 8

Final Draft

I went to the stat. . . park . I
had so much fun I played
at the park and I sleep in a tent
and I saw some Bears.
I bring my friends and my sisters
and my brothers. And my ants and
I had fun there and we looked around
and it was bofe soil and they
showd us were we will be sleeping
They had littels birds and Crocodile
and it was a lot of fishes and
It was a lot of beers.

Sample 8: Style 1

This response demonstrates little control of the style dimension. Word choices (*fun, a lot*) and sentence structures ("I had," "It was," repetition of *and*, etc.) are very simple, below grade level at times. The poor sentence construction makes the response difficult to read, and there is little evidence of voice.

Conventions Samples

The scoring of conventions has been added to the 2014 iLEAP tests to help prepare students for a more integrated approach to Language skills, one that asks students to recognize and correct errors in their own writing.

Compositions are rated as showing either “acceptable control” or “unacceptable control” in the following conventions of language:

- Sentence Formation
- Usage
- Mechanics
- Spelling

The Conventions rubric is found on the next page, followed by two examples of student work for each of the four conventions of language that are assessed on the writing prompt session of the test. The first example for each element shows acceptable control; the second example shows unacceptable control. For more specific information about each of the particular conventions elements, see the **Additional Scoring Criteria for Writing** handout, found at the back of this document.

Conventions Rubric: All Grades

Each dimension—Sentence Formation, Usage, Mechanics, and Spelling—is scored 1 point for acceptable or 0 points for unacceptable, for a total of up to 4 points. Scorers look for acceptable control based on the amount of original student writing in the response. (For example, in a response with very little original work by the student, one mistake may signal unacceptable control in a dimension. However, for a longer response, it may take several errors to demonstrate a pattern of mistakes in a dimension.) Scorers also look for correct application of grade-level skills based on the [Common Core Language Standards](#) and the grade-appropriate skills identified on the [Common Core Language Progressive Skills Chart](#).

Sentence Formation: completeness and correct construction of different types of sentences

| | |
|----------|---|
| 1 | The response exhibits acceptable control of sentence formation. Most sentences are correct; there are few, if any, fragments, run-on sentences, comma splices, or syntax problems. Sentences show the appropriate level of complexity for the grade level. |
| 0 | The response exhibits unacceptable control of sentence formation. There are run-on sentences, fragments, and/or poorly constructed sentences that indicate that the writer does not have adequate skill in sentence formation. |

Usage: correct agreement, verb tenses, and word choice

| | |
|----------|---|
| 1 | The response exhibits acceptable control of usage. Subject-verb agreement and pronoun-antecedent agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and word meaning are generally correct. If errors are present, they do not appear to be part of a pattern of usage errors. |
| 0 | The response exhibits unacceptable control of usage. There are errors in agreement; verb tenses; forms of nouns, pronouns, adjectives, and adverbs; and/or word meaning. The pattern of errors is evidence of a lack of control of the features of usage. |

Mechanics: correct punctuation and capitalization

| | |
|----------|--|
| 1 | The response exhibits acceptable control of mechanics. Punctuation and capitalization are generally correct. If errors are present, they do not appear to be part of a pattern of mechanics errors. |
| 0 | The response exhibits unacceptable control of mechanics. There are errors in punctuation and capitalization. The pattern of errors is evidence of a lack of control of the features of mechanics. |

Spelling: correct spelling of high-frequency and grade-appropriate words

| | |
|----------|--|
| 1 | The response exhibits acceptable control of spelling. High-frequency words and the majority of grade-appropriate words are spelled correctly. There is no pattern of spelling errors. |
| 0 | The response exhibits unacceptable control of spelling. There are errors in spelling high-frequency and grade-appropriate words. There is a pattern of spelling errors. |

In some cases, a composition may not be scorable. For example, if it is incoherent or if it includes only copied text from the given passage(s), it will not be scored in any dimension and will receive a score of zero. A paper may be off-topic and cannot be scored for Content or Style, but it may be scored for Conventions. Such a paper could receive a maximum of 4 out of 12 points.

Final Draft

Once upon a time there was a kid named Josh he loved field trips. One day when Josh was working the intercom came on and said there will be a field trip to Lake Fausse Pointe State Park. Josh was happy! And so as Josh went home after school. Josh went to bed. The next day Josh went to school and got on the bus to Lake Fausse Pointe State Park. When Josh got there a man came. The man said the stuff that they can do and the stuff that they can't do. So Josh went fishing and caught 20 bass, 30 catfish, and 40 regular fish. Then Josh went camping but he didn't sleep there. Josh ate some hotdogs. Then he went hiking. Josh saw an alligator in a lake and a white tailed deer. Josh rented a cabin and took a nap. Josh woke up then bought a bow. Then a grizzly bear and a black bear appeared and Josh scared them off. Finally,

Final Draft (continued)

it was time to go. That was the
best feild trip Josh had.

Sample 9: Sentence Formation 1

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Sample 10

Final Draft

This is the first time I went to lake Fausse Pointe, State park. To go play out and in the open.

First of all, I went to go canoeing, I love to go canoeing because it's so remarkable plus it's my favorite sport to do. It's so fun because you can see some fish or alligators. Quack! I almost forgot the ducks. I love to feed the ducks. Because they are so cute.

Next, I get to see the wildlife. I've always wanted to see a white tailed deer, and birds, and alligator floating in the water. Some times the people that go to the state parks do kill the alligators to make things out of them.

Then, look out below splash right in to the lake. I love to swim in the lake. Because sometimes the fish tickle your feet. But they also bite jump out quick. The lake also cools you off from the sun.

Finally, I would love to come back to Lake Fausse Pointe, State park. To see all the wild life.

Sample 10: Sentence Formation 0

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Sample 11

Final Draft

If I went to Lake Faussee State Park I would have a blast! First we would go swimming then we will go canoe riding after we we will go fishing last we will go hiking.

I would stay for a whole week. Each day I would do one activity. When I go camping it is fun. My favorite thing to do will be swimming.

But when it's time to leave I would be sad. I would ask my parent's if we can stay for one more week. But they would say a big NO!

Final Draft

I went to lake Fusse with My friends.
We seen a deer with a white tail running threw the
woods And we saw alligators. One day you go to
lake Fusse looks at ever^{thing} you might see
wild life. And plus it got Steams, Rivers, and bayous.
do you love going to lake Fusse. If you go camping
there bring a tent. At lake Fusse you don't have
to bring a tent you can rent a cabin. After you
come from lake Fusse you will ~~beant~~ ^{beant} go again.

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Sample 13

Final Draft (continued)

Going to Lake Fousse, Pointe State Park would be fabulous. I would do hundred of things. I heard Lake Fousse Pointe is peaceful and gorgeous.

First, I would go on a sporty hike. My feet would ache for hours but it'll be worth it. I would see incredible animals like a white tailed deer. I would see trees and plants I've never seen before. Oh, how I would love it.

Second, we'd make a camp fire. We'd eat mouthwatering marshmallows. We might even sing camp fire songs around the fire. I bet a reindeer would come and eat our marshmallows. Ahh.

Third, I know what we should do. We should go camping. I'd sleep under the magnificent stars. We'd be nice and cozy all night long. Plus my dog would sleep with us. He might wake us up with his 'cock-a-doodle-dee'.

Last, Lake Fousse Pointe has so many activities to do and great scenery.

Sample 13: Mechanics 1

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Sample 14

Final Draft

me and my daddy like to play at the
park & me and my Momma like to play
at the park too? My daddy likes
to camp and hunt? My granny likes to
go camping also? we will toast marshmallows
and me and my daddy would go camping?
me and my daddy would grab a gun and
shot a big buck?

Sample 14: Mechanics 0

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Sample 15

Final Draft

It was the most terrific thing ever. I was just so amazed when I went there.

First, I went camping. We had to go camping in the cabin with my sisters, mom, and dad. We cooked over the fire since there was no oven. We made hot dogs. It was excellent the most terrific hot dog ever. I was speechless it was so amazing.

After that, I saw some amazing things like rivers. The river was so outstanding. It was a light blue color. The streams were just so fancy. I was speechless when I saw it. Then I saw the bays after all the bays in the world it was splendid. I just wanted to splash right in!

Finally, I saw animals. I saw this wonderful animal called a pelican it's a bird. It was all different colors. I saw many flying, eating, and trailing around. A alligator I was first scared but then I wasn't. I also saw a white-tailed deer. Now I know why they call it that.

To sum it up, I've been to many state parks. After all I went to this one it was the best. It was so excellent I kept saying, "Ya this is so delightful."

Sample 15: Spelling 1

Final Draft

If I took a trip to the Lake
Fausse Pointe state park. The first thing
I would do is go fishing all night.
And then me and my sister will go
swimming. And splash water around. Then after
that it's time to eat after we get
done eat. We still got time to go
hike. While we are hiking I spotted a
trail and we started to walk on
it we herd a nose and the sudden
a Deer ran across then we left. Then
we got back to the camp it was
dark a it was time to go to sleep
the next morning we had to live
so we packed are step. And then
I said dad I go swimming be for
we live he said yes Just for a
littel walk after a littel walk dad
said lese go I said coming dad
and then I said my good byes.

ADDITIONAL MATERIALS

Scoring Key for Grade 3 Sample Papers

| Sample Number | Sample Type | Content Score | Style Score | Sentence Formation Score | Usage Score | Mechanics Score | Spelling Score |
|---------------|-----------------------------|---------------|-------------|--------------------------|-------------|-----------------|----------------|
| 1 | Content 4 | 4 | 4 | 1 | 1 | 1 | 0 |
| 2 | Content 3 | 3 | 3 | 0 | 0 | 1 | 1 |
| 3 | Content 2 | 2 | 2 | 0 | 1 | 0 | 1 |
| 4 | Content 1 | 1 | 1 | 0 | 0 | 0 | 1 |
| 5 | Style 4 | 3 | 4 | 1 | 1 | 1 | 1 |
| 6 | Style 3 | 3 | 3 | 1 | 1 | 1 | 1 |
| 7 | Style 2 | 2 | 2 | 0 | 0 | 1 | 1 |
| 8 | Style 1 | 1 | 1 | 0 | 0 | 1 | 0 |
| 9 | Sentence Formation 1 | 3 | 3 | 1 | 0 | 1 | 1 |
| 10 | Sentence Formation 0 | 3 | 3 | 0 | 1 | 1 | 1 |
| 11 | Usage 1 | 2 | 2 | 1 | 1 | 1 | 1 |
| 12 | Usage 0 | 2 | 2 | 1 | 0 | 0 | 1 |
| 13 | Mechanics 1 | 3 | 3 | 1 | 1 | 1 | 1 |
| 14 | Mechanics 0 | 1 | 1 | 1 | 0 | 0 | 1 |
| 15 | Spelling 1 | 3 | 3 | 1 | 0 | 1 | 1 |
| 16 | Spelling 0 | 2 | 3 | 0 | 0 | 1 | 0 |



GRADE 3

ENGLISH LANGUAGE ARTS WRITER'S CHECKLIST

As you write your composition, remember these important points.

Content:

- Read the directions, the passage(s), and the writing topic carefully and write on all parts.
- Present a clear main idea.
- Give enough details about your main idea.
- Use examples from the passage(s) to explain your ideas.
- Present your ideas in a way that makes sense. Include a beginning, middle, and ending.

Style:

- Choose interesting words that say exactly what you mean.
- Write complete sentences and use different kinds of sentences to make your writing easy to follow.

Sentence Formation:

- Write sentences that are complete and correct.

Usage:

- Write using appropriate subject-verb agreement, verb tenses, word meanings, and word endings.

Mechanics:

- Write using correct punctuation.
- Write using correct capitalization.
- Write using appropriate formatting (e.g., indentations, margins).

Spelling:

- Write using correct spelling.



Remember to print or write neatly.

DIRECTIONS FOR WRITING

Follow the steps below to help you write your composition.

Step 1: Planning and Drafting

- Read the directions, the passage(s), and the writing topic carefully.
- Think about what you will write before you begin.
- Make sure to use examples from the passage(s).
- Use the space provided for planning your composition and writing your rough draft.
- Remember that your planning notes and rough draft will not be scored.

Step 2: Revising

- Review your composition to make sure you have covered all the points on the Writer's Checklist.
- Reread your rough draft.
- Rearrange ideas or change words to make your meaning clear and improve your composition.
- Write your final draft neatly on the final draft page(s).
- Write your final draft in either print or cursive using a No. 2 pencil.

Step 3: Proofreading

- Read your final draft.
- Make any needed corrections.
- Erase or strike through words if necessary.



Points to Remember:

- Only the writing on the **Final Draft** pages will be scored.
- Your composition will be scored on (1) development and support of ideas including how you use the information in the passage(s), (2) expression of ideas, (3) correct sentence formation, (4) usage, (5) mechanics, and (6) spelling.

Additional Scoring Criteria for Writing: All Grades

To avoid double jeopardy during scoring, one word will constitute only one error. In situations where it is difficult to determine the dimension to which an error should be assigned, the scorer will consider context clues and error patterns that are evident in the response.

- Context clues may indicate the writer’s intention.
- Error patterns already evident in the response indicate a skill weakness in that dimension.

| Sentence Formation: | |
|---|--|
| If a sentence contains a run-on or a comma splice, it is a sentence formation error. | Run-on: <i>The character is looking for answers he can't seem to find them.</i> Comma splice: <i>The character feels lost, he can't find his way.</i> |
| A sentence fragment is a sentence formation error unless it is deliberately presented for effect. | Fragment: <i>We saw the boys at the pool. <u>Laughing and jumping into the water.</u></i> Intentional: <i>What a break!</i> |
| If a sentence requires the rearrangement, omission, or addition of more than one word, the error is a sentence formation error. | <i>I saw those boys fighting <u>while driving my car.</u></i> |
| A pattern of awkward syntax (word order) is a sentence formation error. | <i>I for you have some important news.</i> |
| Nonparallel structure, often in a series, is a sentence formation error. | <i>We live better lives, coping with sorrows, and how to be joyful.</i> |

| Usage, Mechanics, and Spelling: | |
|--|---|
| Usage and mechanics errors count each time they occur in a response. However, if the same word is misspelled repeatedly, it counts only once, even if it is misspelled in more than one way. | |
| Omissions, extra words, or wrong words that can be corrected by changing one word are usage errors. | <i>When <u>it</u> is no school, I play all day.</i> |
| If a sentence begins with a capital letter but is not preceded by a period, the error is a mechanics error. | <i>Martha went to the well and looked <u>inside Far</u> below, something was sparkling in the water.</i> |
| If a sentence begins with a lowercase letter but is preceded by a period, the error is a mechanics error. | <i>Teddy is the youngest in the family. <u>he</u> is my only nephew.</i> |
| Use of double comparatives or double negatives is a common usage error. | Double comparative: <i>I'm even <u>more better</u> at soccer than at football.</i> Double negative: <i><u>None</u> of them are <u>not</u> my friend.</i> |
| Use of the wrong preposition is a common usage error. | <i>He went <u>for</u> the house.</i> |
| Agreement errors of compound pronouns with possessives are usage errors. | <i><u>Everybody</u> <u>situation</u> is different.</i> |
| Agreement errors of collective nouns with possessives are usage errors. | <i><u>People</u> <u>lives</u> all take different paths.</i> |
| Agreement errors with collectives, phrases, and conjunctions are usage errors. | <i>Incorrect: <u>None</u> of the teachers are <u>good role models</u> or <u>a hero</u>.</i> |

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| Usage, Mechanics, and Spelling (continued): | |
|--|--|
| When an error may be both a usage and a spelling error, and the context clues do not help determine which dimension the error belongs to, the error should be counted in usage only . | <i>She <u>allway</u> comes to work on time.</i> |
| If a misused word in a sentence is a real word, it is a usage error. If it is not a real word, it is a spelling error. | Usage: <i>We all went to the skating <u>ring</u>.</i> Spelling: <i>We joined my <u>parnets</u> and were <u>reddy</u> to leave.</i> |
| If a homonym or a word that is so phonetically similar to another word (<i>are/our, through/though</i>) is used instead of the correct word, it is a usage error. | <i>Martin gave him a <u>peace</u> of his chocolate bar.</i> <i>I would rather have a vacation <u>then</u> a raise.</i> <i>She was late for her piano <u>listens</u>.</i> |
| An error may be either a spelling, mechanics, or usage error. Use either context clues or error patterns to determine which dimension would be most appropriate. | Spelling: <i>All the <u>hero's</u> aren't in the movies.</i> Mechanics: <i><u>Were</u> going to Disneyland on our vacation.</i> |
| In a series, a comma before <i>and</i> is optional; both ways are considered correct. | Either: <i>The pet shop was filled with birds, cats, <u>and</u> dogs.</i> Or: <i>The pet shop was filled with birds, cats <u>and</u> dogs.</i> |
| In some series, the placement of the comma is not optional because it affects the sense of the sentence. | <i>The pet shop was filled with birds, kenneled <u>cats and dogs</u>, and fish of every color.</i> |
| Direct quotations should not be preceded by <i>that</i> . Indirect quotations should be preceded by <i>that</i> . These are mechanics errors. | Direct: <i>Then Mom said <u>that</u>, "We cannot go along."</i> Indirect: <i>After we returned, she <u>said we</u> are in trouble.</i> |
| A word divided at the end of a line that is not broken at the end of a syllable or is broken and has only one syllable is a mechanics error. | <i>I worked at the National Fou- ndation for the Blind.</i> |
| <i>TV, T.V., and tv</i> are all acceptable and not mechanics errors. | |
| Use of <i>so they</i> instead of <i>so that they</i> is acceptable and not a usage error. | |

| Other Issues: | |
|---|---|
| Errors resulting from incorrect copying of information provided in the passage(s) are counted as sentence formation, usage, mechanics, or spelling errors, depending upon the type of error. | |
| The rules of standard written English apply and override foreign language, regional, ethnic, and colloquial speech patterns. Unless such speech is used in a direct quotation, it is considered a usage error. | <i>I'm very happy <u>y'all</u> are reading my test and I hope <u>y'all</u> pass me.</i> |

Scoring Exercise for Schools/Districts

PURPOSE: to introduce evidence-based writing to teachers

OUTCOMES: To help teachers

- develop expectations for student writing that meets expectations of Common Core
- learn to use the transitional writing rubrics
- better understand how to evaluate their students' writing
- determine instructional needs for groups of students and individual students

PROCESS:

1. Administer a common text-based writing prompt:
 - Prompts in the [2013-14 Practice Tests](#)
 - 2012-13 [Released Writing Prompts](#) (grades 3-8)
 - EOC writing prompts in [Sample Test Items](#) documents (English II and III)
 - [PASS](#) prompts (click on PASS Resources and then Teacher's Room to find annotated student samples)
 - Prompts used to develop [In Common](#)
 - Original prompts created at the school/district level
2. Collect student work.
3. Score the compositions collaboratively.
 - a. Review the scoring criteria (rubrics), available in the [Assessment Guidance materials](#) and in the Sample Student Work documents. Highlight key words on the rubrics (*well-chosen*, *adequate*, etc.), and develop a common definition using sample papers and annotations that accompany the released and sample items, the PASS resources, or the *In Common* materials.
 - b. Create anchor papers. These are papers that all participants agree represent a 1, 2, 3, or 4 on the rubric. For an example, refer to the annotated writing prompts in the student work documents or in the Teacher's Room of [PASS](#).
 - c. Then score a few papers. As a group, discuss the scores using the rubric and the anchors. Come to a consensus on the score for the papers.
 - d. Score the remaining papers one at a time. Discuss scores that are not consistent.
4. After the compositions are scored, discuss the student papers—strengths, weaknesses, different approaches to the task, etc.—focusing on patterns (difficulty with writing introductions, conclusions, citing evidence, explaining evidence, etc.). Teachers should also consider their own students' papers and see what trends emerge.

Finally, discuss the instructional implications. How will we address the general weaknesses? How will I address my own students' weaknesses, etc.? Develop a plan to address the weaknesses and reinforce the strengths (school-wide strategies, individual, etc.).