Grade 3 Sample Test Prompt

Word Choice

Your teacher is absent and you have been asked to teach your class for a day. Think about what you would do if you were the teacher.

Write a story about your day as the teacher.

Your writing should:

- Have a beginning, middle, and end.
- Describe yourself and your class.
- Include important details about your day.

Remember to edit for spelling, grammar, punctuation, and capitalization.
# AIMS Six Trait Analytic Writing Rubric – Official Scoring Guide

## WORD CHOICE

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| **6** | Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words, which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by:  
- accurate, strong, specific words; powerful words energize the writing.  
- fresh, original expression; slang, if used, seems purposeful and is effective.  
- vocabulary that is striking and varied, but that is natural and not overdone.  
- ordinary words used in an unusual way.  
- words that evoke strong images; figurative language may be used. | **5** Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by:  
- accurate, specific words; word choices energize the writing.  
- fresh, vivid expression; slang, if used, seems purposeful and is effective.  
- vocabulary that may be striking and varied, but that is natural and not overdone.  
- ordinary words used in an unusual way.  
- words that evoke clear images; figurative language may be used. |
| **5** | Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by:  
- words that work but do not particularly energize the writing.  
- expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective.  
- attempts at colorful language that may occasionally seem overdone.  
- occasional overuse of technical language or jargon.  
- rare experiments with language; however, the writing may have some fine moments and generally avoids clichés. | **4** Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. The writing is characterized by:  
- words that work, but that rarely capture the reader’s interest.  
- expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective.  
- attempts at colorful language that seem overdone or forced.  
- words that are accurate for the most part, although misused words may occasionally appear, technical language or jargon may be overused or inappropriately used.  
- reliance on clichés and overused expressions. |
| **4** | The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by:  
- general, vague words that fail to communicate.  
- an extremely limited range of words.  
- words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong. | **3** Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by:  
- words that are colorless, flat or imprecise.  
- monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message.  
- images that are fuzzy or absent altogether. |
| **3** | **2** Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by:  
- words that are colorless, flat or imprecise.  
- monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message.  
- images that are fuzzy or absent altogether. | **1** The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by:  
- general, vague words that fail to communicate.  
- an extremely limited range of words.  
- words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong. |
Score point 1 -- Paper has extremely limited vocabulary. Only the most general kind of message is communicated. Writer shows an extremely limited range of words.
Writing

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

FINAL COPY

I thank the teacher will pause the class math.

I thank the teacher will be nice to the children.

I thank one girl would do a good job for a spelling test.

I thank two boys would do a good job for a time test.

The teacher would be a good job to teach use.

I do a good job for a math game. You can play your cinza.

You would do a good job for a spelling math.

The children will be nice in the classroom.
Writing

I would be a nice job to help you.
I would you to do a nice job.
You can would it and I can would it.
I like to would math and would spelling test.

I go to P.E. and computer and music.
The teacher a good job here.
Can I use to wait to world.
We can go to the bathroom.
You can read and do math and writing.
You can play at recess.
You can play with your brother.

Score point 2 -- Language is monotonous and misused. Repetition of phrases (“I thank...” “I would...” “you can...” “I can...”) detracts from the content. Paper confuses the reader with imprecise words (“...a good job...”). Overuse of words: good job, nice job.
Writing

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

FINAL COPY

I was the teacher for a day, and it went well. We did math, and a test, and games, we had reading time, and we counted by twos, and we did the mounse, and then we talked about the world. And then one of the kids did show and tell. And then we did book orders, then we did pictures, and then we went to lunch, and were we came back there were polcie, there to tech us about themselves, we leurm a lot about them. The class loved it. Then it was time to go to recess, and they played the bell rang, and then were they got back in the class we did math, when we were done it was time to go home. I said go by, and the said goodby. I was sad, but the good thing was I don’t have to be a teacher ageine.

Score point 3 -- The writer does not employ a variety of words. The words then and when (wene) are used repeatedly. Language lacks interest and precision. The writer uses words that work but rarely capture the reader’s interest.
FINAL COPY

If I was a teacher for a day I would introduce myself. Then I would tell them we would be learning how to multiply by 3s, 4s and 5s. After teaching them how to multiply I would let them 5 minute break then tell them to take their cursive workbook and let them practice the letters K and L. I would show the class how to write the letters K and L on the white board after I am done teaching I'll let them do it by themselves. When I am done I will let the class their snacks to recess, after recess is done I'll let the class finish there cursive, and after there done I'll the class read for twenty minutes. When their done I will let them have a break for three minutes, Then I'll teach them a lesson and let the class do the lesson. Also when it's time for lunch I'll bring them to lunch and let the class eat and have lunch recess. When the class is done with recess I'll let the class read along with me. When It's almost time to go home I'll the class play a game of sparkle. When it's time to go
Score point 4 -- The writer employs a variety of words ("introduce," "multiply," and "cursive") and effectively conveys the intended message. Words are functional, but do not particularly energize the writing.
One day our teacher was absent and the office asked me to teach the class. I would tell the class that I was the teacher and they would call me Ms. or just Mrs. Then I would give them flat toroiles and 2 goldfish. Then I would call Mrs. and cancel reading and instead we would go outside for 1 hour and I would give the class goldfish. After 1 hour I would blow the whistle and we would go inside to do the math meeting. I would ask the student of the day questions about the math meeting. Next I would say that it was time for lunch and asked "What's for lunch?" and I would say "Dose anyone want pizza?" But I would say "But it's Wednesday. How are we going to eat pizza on Wednesday?" and I said "I'll order 2 boxes with pizza in them. Then when the pizza came I would pay the pizza person and after the pizza guy left I would say "Dig in!" While the class was eating I would ask Mr. to buy 2 sodas from the grocery store. So Mr. would go get 2 sodas and when he came back I would pour..."
Writing

FINAL COPY

the class and me some soda in a
cup. By the time we finished it was
time to go home. So I would tell
everyone bye and hope Mr. is absent
on Thursday. So we can have more fun.

Score Point 5 -- Words convey the intended message in an
interesting and natural way appropriate to audience and
purpose. The writer employs a broad range of words (cancel,
treats, whistle); slang seems purposeful and is effective – “Dig
in!”
Grade 3 Writing Word Choice – Score Point 6

Writing

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

FINAL COPY

In the morning, I go to school. One day, when we lined up I found a note on the floor. It said the teacher was absent and I was asked to teach. It was a challenge, but I accepted it.

First, let me describe my class. There are 26 total students in it. I’d manage everybody’s behavior. It’s always fun to work with them.

Teachers need plans. I had to plan every activity. Work times, fun thing, lessons, teacher are busy. By the end of planning, it was math.

Schedules always need to flow. I stopped class at a special (art, music, P.E., etc.) I also managed test-taking and helped others.

The next day, the teacher was there. She hugged me for helping out. She had told me she was sick. I was glad to be a student again! The end.

Score point 6 -- The writer employs a rich, broad range of words (managed, behavior, and hugged), thoughtfully placed for impact. Vocabulary is natural and not overdone. “It was a challenge, but I accepted it.” Ordinary words are used in an unusual way (“Schedules always need to flow.”).