



Computer-Based
Sample Test
Scoring Guide
Grade 3 ELA
Writing



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Prepared by the Arizona Department of Education*

About the Sample Test Scoring Guide

The Arizona’s Academic Standards Assessment (AASA) Sample Test Scoring Guides provide details about the items, student response types, correct responses, and related scoring considerations for AASA Sample Test items.

Within this guide, each item is presented with the following information:

- Item number
- Strand
- Cluster
- Content Standard
- Depth of Knowledge (DOK)
- Static presentation of the item
- Static presentation of student response field (when appropriate)
- Answer key, rubric or exemplar
- Applicable score point(s) for each item

The items included in this guide are representative of the kinds of items that students can expect to experience when taking the computer-based test for AASA Grade 3 ELA Writing.

Grade 3 Sample Test – Writing

Item Number	Strand	Cluster	Content Standard	DOK
1	Writing	Text Types and Purposes	3.W.1	4

Passages:

- *Source 1: Meals for Pets*
- *Source 2: Building a Natural Habitat*

Community Projects

Your school is researching projects to help the community. Should your school have a pet food drive or should your school build a garden of native plants?

Write a multi-paragraph essay expressing your opinion about whether your school should have a pet food drive or build a garden of native plants. Explain why your choice is better than the other. Use information from the sources in your essay.

Manage your time carefully so that you can do the following actions:

- Read the sources.
- Plan your response.
- Write your response.
- Revise and edit your response.

Be sure to include the following tasks:

- an introduction
- support for your opinion using information from the sources
- a conclusion that is related to your opinion

Your response should be in the form of a multi-paragraph essay. Enter your response in the space provided.

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Opinion Writing Guide

Purpose, Focus, and Organization

The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clearly stated opinion and effective organizational structure creating coherence and completeness. The response includes most of the following:

- Strongly maintained opinion with little or no loosely related material
- Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas
- Logical progression of ideas from beginning to end, including a satisfying introduction and conclusion

Evidence and Elaboration

The response provides thorough and convincing support/evidence for the writer's opinion that includes the effective use of sources, facts, and details. The response includes most of the following:

- Relevant evidence integrated smoothly and thoroughly with references to sources
- Effective use of a variety of elaborative techniques, demonstrating an understanding of the topic and text
- Clear and effective expression of ideas, using precise language
- Academic and domain-specific vocabulary clearly appropriate for the audience and purpose
- Varied sentence structure, demonstrating language facility

Conventions

The response demonstrates an adequate command of basic conventions. The response may include the following:

- Some minor errors in usage, but no patterns of errors
- Adequate use of punctuation, capitalization, sentence formation, and spelling

Top Score Response

If students choose to plan a pet food drive, a complete response will provide support for the opinion that a pet food drive would be best for their school.

- Evidence for the pet food drive should be provided.
- Evidence against the garden of native plants should be provided.
- Details from both sources should be explained.
- Details and evidence may include but are not limited to:
 - Shelters need pet food:
 - "About 3 million dogs and cats are adopted from shelters each year." (Source 1)
 - "If the shelter is home to 20 dogs, the shelter would need 480 bags of food, and that does not include food needed for cats!" (Source 1)
 - Everyone can get involved, even if they don't have a pet:
 - People love pets and animals, students can make posters, students can send emails from school computers to advertise, and teachers and parents can take donations to a shelter.
 - "Most kids love dogs and cats, even if they do not have pets of their own." (Source 1)
 - "Teachers, parents, and neighbors are pet lovers too!" (Source 1)
 - "[M]ake posters for school hallways. Send a group email with pictures of cute kittens and puppies." (Source 1)
 - Pet food drives have been successful community service projects:
 - "A school in Loudoun County, Virginia, hosted a pet food drive to benefit the Loudoun Pet Pantry. People in the community brought food and other pet supplies to the school. Then adult volunteers helped students deliver the items." (Source 1)
 - "A school district in Massachusetts hosted a pet food drive at four elementary schools. Together, the schools raised 744 pounds of dog and cat food!" (Source 1)
 - The garden takes a lot of time and effort to build, you have to wait for rain, you have to have a lot of help from volunteers and teachers:
 - "A nice resting spot in nature does not just appear. It takes lots of hard work." (Source 2)
 - "They marked off the space that would be needed and dug channels through the garden space." (Source 2)
 - "The rain waters the plants that were chosen to feed the birds, bees, and butterflies." (Source 2)

Top Score Response (continued)

If students choose to plan a natural garden habitat, a complete response will provide support for the opinion that a garden of native plants would be best for their school.

- Evidence for the garden of native plants should be provided.
- Evidence against the pet food drive should be provided.
- Details from both sources should be explained.
- Details and evidence may include but are not limited to:
 - This has been done by a school in California and teachers like the idea. The Audubon Society thinks it's a good idea. Students can have an outdoor classroom to study what is happening in the garden. The garden helps many types of animals, especially birds and insects.
 - "The plants offer food for hungry birds. The garden also has bubbling fountains of fresh, clear water to quench a desert thirst!" (Source 2)
 - "The Audubon Society helped the school get native plants." (Source 2)
 - "An outdoor classroom allows students to study what is happening in the garden." (Source 2)
 - "As Jodie West says, 'It's wonderful to see it becoming a reality, with even more opportunities for kids to learn.'" (Source 2)
 - The pet food drive asks for help from people that don't go to the school to drive up and donate pet food, you have to have a shelter help you:
 - "Pick a shelter or rescue group." (Source 1)
 - "Be sure there are enough parent and teacher drivers to help deliver the food you collect." (Source 1)

(10 Points)