



AASA Annotated Writing Samples

Grade 3



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Prepared by the Arizona Department of Education*

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INTRODUCTION

The AASA ELA test will have a Writing unit and a Reading Unit 1 and Unit 2 for all grade levels. The structure of the sample Writing test is similar to the actual AASA Writing test. Each Writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the Computer-Based Tests (CBT) and Paper-Based Tests (PBT) Writing tests in order for students to compose a rough draft prior to formulating a “final” copy in the paper test booklet or on the computer in TestNav.

CBT—On the CBT Writing tests students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and an area on the computer in TestNav to enter their “final” response.

PBT—On the PBT the students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a “final” copy area to write their response in their test booklet. On paper, the Writing Guide will also appear after the writing prompt and before the “final” copy area on the PBT. On the PBT, there will be three final copy pages with a line spacing of 0.375” for grades 3 and 4 (wide ruled) and 0.3” for grades 5-8 (college ruled).

Students are required to read passages associated with a topic then write a response based on a prompt. This type of text-based response requires students to use evidence from the passages as support for their ideas. This guide provides sample student responses which were scored using the AASA Writing Rubric. Each essay has annotations which explain the reasoning for the score the paper received as well as a description of the task and additional notes about scoring. Examples of student responses represent some of the various combinations of the score points across the scoring domains. As a basis for developing a common understanding of the scoring criteria, an annotation follows the response to explain the prominent characteristics of the response described in the rubric. These responses are not intended to provide a full spectrum of examples for each score point in each domain. Moreover, they do not necessarily represent the highest or lowest example of each score point in each domain.

For more information on the Writing Guides available to students and the rubrics used to score writing responses on AASA visit the ADE website under “AASA Writing Resources” [HERE](#).

WRITING PROMPT

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 multiparagraph 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 multiparagraph essay. Enter your response in the space provided.

OPINION-TEXT BASED WRITING RUBRIC



Writing Rubric

Opinion Essay Writing Rubric (Grades 3–5)

Score	4	3	2	1
Purpose, Focus, and Organization	<p>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:</p> <ul style="list-style-type: none"> 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 with a satisfying introduction and conclusion 	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has an opinion and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> A maintained opinion, though some loosely related material may be present Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion 	<p>The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have an opinion with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Partially focused opinion but insufficiently sustained or unclear Inconsistent use of transitional strategies with little variety Uneven progression of ideas from beginning to end and an inadequate introduction or conclusion 	<p>The response is related to the topic but may demonstrate little or no awareness of the purpose, audience, and task; and it may have no discernible opinion and little or no discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> Absent, confusing, or ambiguous opinion Frequent extraneous ideas impeding understanding Few or no transitional strategies Too brief to demonstrate knowledge of focus or organization

*To receive a score in all categories the response must be in English, of a sufficient length, and address the prompt.

[UPDATED OCTOBER 2021]

Opinion Essay Writing Rubric (Grades 3–5)

Score	4	3	2	1
Evidence and Elaboration	<p>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:</p> <ul style="list-style-type: none"> • Relevant evidence integrated smoothly and thoroughly with references to sources • Effective use of a variety of elaborative techniques, demonstrating 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 	<p>The response provides adequate support/evidence for the writer's opinion that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • Generally integrated evidence from sources, though references may be general, imprecise, or inconsistent • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure 	<p>The response provides uneven, cursory support/evidence for the writer's opinion that includes ineffective use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Weakly integrated evidence from sources and erratic or irrelevant references • Repetitive or ineffective use of elaborative techniques • Imprecise or simplistic expression of ideas • Inappropriate or ineffective domain-specific vocabulary • Sentences possibly limited to simple constructions 	<p>The response provides minimal support/evidence for the writer's opinion, including little if any use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • Minimal, absent, erroneous, or irrelevant evidence from the source material • Expression of ideas that is vague, unclear, or confusing • Limited or inappropriate language or domain-specific vocabulary • Sentences limited to simple constructions
Score	N/A	2	1	0
Conventions	(2-point rubric begins at score point 2)	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling 	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

*To receive a score in all categories the response must be in English, of a sufficient length, and address the prompt.

[UPDATED OCTOBER 2021]

SAMPLE STUDENT RESPONSES

Grade 3

Student-1

Score Point 4/4/2

Do you think having a native plant garden will benefit your school? If you agree with my reasoning, you can read the directions below to get help. A school's benefits for having a native plant garden are: new science & education resources, new animals to discover & the school might have smarter students!

As worded by the author of Source 2, they tell you, "Have you ever wondered how birds find enough food & water to survive?" This tells you that if native plants are grown at your school, new birds might be

Grade 3

Student-1

Score Point 4/4/2

discovered, because they were attracted to the native plants at your school! Again the author of Source 2 states, "A nice resting spot in nature ~~does not~~ just appear, it takes a lot of hard work." That tells you that as the students & parents tear up and learn about the native plants they are growing, and the plants are built-in learning sources. "The students in Washington Elementary School in Pasadena, CA, wanted to do more," phrases the author of Source 2. This proves that those Elementary students could be bright future leaders of America.

Grade 3

Student-1

Score Point 4/4/2

The reasoning I have provided you, dear reader, could be useful in many ways. Planting a garden of native plants gives you: unknown animals, great learning resources, and best of all, new, bright, future leaders of America! So this is why, I A. A., strongly believe that native plant gardens should be grown at every school.

Grade 3

Student-1 Annotation**Score Point 4/4/2****Purpose, Focus, and Organization - Score Point 4**

The response is fully sustained and consistently focused within the purpose, audience, and task. It has a clearly stated opinion (*A school's benefits for having a native plant garden are: new science & education resource, new animals to discover & the school might have smarter students.*). The strongly maintained opinion contains little loosely related material (*This proves that those Elementary students could be bright future leaders of America.*). There is a logical progression of ideas from beginning to end with a satisfying introduction and conclusion.

Evidence and Elaboration - Score Point 4

Thorough and convincing support/evidence is provided for the writer's opinion and includes effective use of sources, facts, and details. Relevant evidence is smoothly integrated with references to sources (*As worded by the author of Source 2, they tell you "Have you ever wondered how birds find enough food & water to survive?"*). The writer follows up the quote by expounding on the source's quote (*This tells you that if native plants are grown at your school, new birds might be discovered because they were attracted to the native plants at your school!*). Clear and effective expression of ideas uses precise language (*discovered, attracted, bright future*). Varied sentence structures is evident in this response.

Conventions - Score Point 2

An adequate command of basic conventions is demonstrated in this response.

Grade 3

Student-2

Score Point 4/3/2

Do you like animals? There are many ways you can help animals. One way is to make a pet food drive for cats and dogs in a shelter. A pet food drive can be very helpful to the people who work at the shelter because they won't need to worry about buying food for the animals.

First, you need to find someone to help you. First, pick a shelter or rescue crew to help you. Next, write down the address, phone number, and name of a helpful contact person to help you along with the shelter owners. Finally, you can find teachers, parents and neighbors who are all pet lovers who can help you.

Second, you need to set up a time, date, and place to do your pet food drive. First, pick an easy location for your food drive to be like the

Grade 3

Student-2

Score Point 4/3/2

park or your school. Next you will need many boxes and carts for the people who donate the food so they can put the food in them. Finally, give the food to a Shelter so the people who work there can give the food to the animals.

Finally, the people who work at a shelter need a lot of food for the animals if the shelter is home to 20 dogs the people need 480 bags of food for the animals not including cat food. First, try to get many people to know about the pet food drive so they can donate food. Next, make posters for school hallways so the people who work at the school and the students know about the pet food drive. Finally, you can send group emails with pictures of dog and cats to let more people know about it.

Grade 3**Student-2****Score Point 4/3/2**

In conclusion, A pet food drive can be very helpful to the people who work at a shelter because they don't need to worry about buying food for the animals and the animals will have enough food to eat.

Grade 3

Student-2 Annotation**Score Point 4/3/2****Purpose, Focus, and Organization - Score Point 4**

The response is fully sustained and consistently focused within the purpose, audience, and task. It has a clearly stated opinion (*Do you like animals? There are many ways you can help animals. One way is to make a pet food drive for cats and dogs in a shelter.*). An effective organizational structure is created utilizing transitions to clarify the relationships between ideas (*First, Second, Next, Finally, In conclusion*). There is a logical progression of ideas from beginning to end with a satisfying introduction and conclusion.

Evidence and Elaboration - Score Point 3

Sufficient support/evidence is provided by the writer and includes the use of facts and details (*if the shelter is home to 20 dogs the people need 480 bags of food for the animals not including cat food.*). The progression of ideas uses a mix of precise and general language (*Finally, you can find teachers, parents and neighbors who are all pet lovers who can help*). Domain-specific vocabulary (*helpful, donate, worry*) is appropriate for the audience and purpose. The response has some variation in sentence structure.

Conventions - Score Point 2

An adequate command of basic conventions is demonstrated by this response. Spelling errors (*peaple - people, now - know, enogh - enough*) and inconsistent capitalization (*Food, Shelter, A*) are minor in nature and no pattern is shown.

Grade 3

Student-3

Score Point 4/3/2

Building Animal Habitats

We should all help the community! Helping the community also means helping the animals. We should give food to the dogs and cats in shelters and we can make gardens full of native plants so hungry birds can eat. I believe that we should make a garden full of native plants so the birds and insects can eat.

Some people put water and food in their backyard, but we can give them more food and water for other species of birds.

Plants can offer fresh, healthy food for hungry birds. Native plants produce seeds, flowers, and tender leaves, and is an excellent food source. Water fountains give birds a place to drink when they are thirsty.

Grade 3

Student-3

Score Point 4/3/2

The native plants use rainwater and do not waste it.

Water from the plants help the bees, birds, butterflies, and other insects become happy. Rainwater waters the plants the animals eat. The rich soil full of rainwater helps plants grow and get the right nutrients.

Everyone can learn from building a garden.

People can learn about the local birds of their community and study how they eat. Humans can learn how plants and animals can help each other in the environment. People can work hard and learn how to build a garden.

Many people try to help birds, you can use rainwater and not waste it, and you learn from building a garden. Do you want to build a garden and help animals, too?

Grade 3

Student-3 Annotation**Score Point 4/3/2****Purpose, Focus, and Organization - Score Point 4**

This response is fully sustained and consistently focused within the purpose, audience, and task. It has a clearly stated opinion (*I believe that we should make a garden full of native plants so the birds and insects can eat.*). The strongly maintained opinion of this response does not contain any unrelated material. There is a logical progression of ideas from beginning to the end with a satisfying introduction and conclusion.

Evidence and Elaboration - Score Point 3

Sufficient support/evidence is provided for the writer's opinion and includes the use of facts and details (*Plants can offer fresh, healthy food for hungry birds*) and (*Rainwater waters the plants the animals eat*). The response contains an ample expression of ideas and uses a mix of precise and general language (*Everyone can learn from building a garden*). Variation in sentence formation is shown by the writer.

Conventions - Score Point 2

An adequate command of basic conventions is demonstrated in this response. and task. An ambiguous opinion is expressed (*I think that a pet food place is good because some pet stores are far away from Leman.*) which does not directly relate to the prompt question (*. . . your school should have a pet food drive . . .*). The writer confused "having a pet food drive" with "having to drive far away" which impedes understanding.

Grade 3

Student-4

Score Point 3/3/2

Which community project do you think is best a Native garden or a pet food drive. In my opinion, I think a Native garden makes best.

First, it is a safe environment for bugs, insects and birds. What I mean is, the environment provides seeds, flowers and tender leaves that are good foods for birds and insects. For example, birds and insects can lay there eggs. I remember when, I had a bush outside my bedroom window and a hummingbird would come up to it and drink the pollen from the flower.

Next, the garden provides food and water. What I mean is, there

Grade 3

Student-4

Score Point 3/3/2

is clear water to quench a desert thirst. For example, the plants offer for hungry birds. I remember when, my mom put bird feeder out and by the end of the week it was all out. Then, the garden helps bees and butterflies pollinate. In other words, bees can make honey. For example, your school can sell jars of honey. I remember when, I saw a honey sale on the side of the road.

Finally, kids can learn. In other words kids can see how they work together. For example, they can water plants. Another example, they can collect the honey.

Grade 3

Student-4

Score Point 3/3/2

As you can see, a Native garden is the best project. It is a safe environment for bugs insects and birds, I provides food and water, then garden helps bees and butterflys pollinate and it helps kids learn.

Grade 3

Student-4 Annotation**Score Point 3/3/2****Purpose, Focus, and Organization - Score Point 3**

The response is adequately sustained and generally focused within the purpose, audience, and task. It has an opinion and an organizational structure with a sense of completeness. There is some loosely related material such as (*I remember when, I had a bush outside my bedroom window and a hummingbird would come up to it and drink the pollen from the flower.*), however this complements data from the source. The use of transitions (*First, Next, For example, Then, Finally*) connects the relationships between ideas. There is a good progression of ideas from beginning to end with an acceptable introduction and conclusion.

Evidence and Elaboration - Score Point 3

Sufficient support/evidence is provided for the writer's opinion including the use of sources, facts and details (*What I mean is, the environment provides seeds, flowers and tender leaves that are good foods for birds and insects.*). Generally integrated evidence from the sources may be imprecise (*Then the garden helps bee's and butterfly's pollinate.*). The response contains an adequate expression of ideas using a mix of precise and general language.

Conventions - Score Point 2

An adequate command of basic conventions is demonstrated in this response. There are errors in spelling (*pollinate, butterfly's*), usage (*rode - road*), and sentence formation (*For example, the plants offer for hungry birds*) but they are minor in nature.

Grade 3

Student-5

Score Point 3/2/2

In this essay I will be giving you reasons why I think my school should build a natural habitat. First, the plants might have seeds, flowers, and leaves are good food for insects and birds. Second, it would be good for if students wanted to study plants. It would also give people a chance to see plants they have never seen before. But that is just part of what a garden would do for us.

Grade 3

Student-5

Score Point 3/2/2

There are still lots of other reasons why we should have a garden over a pet drive. First, some people might be allergic to fur or pet food. Second, birds will be able to have another habitat to live in. Even though it would be a lot of work, it would be worth it because we might save nature and create a home for animals. In conclusion I think my school would be happier with a garden than a pet drive.

Grade 3

Student-5 Annotation**Score Point 3/2/2****Purpose, Focus, and Organization - Score Point 3**

The response is adequately sustained and generally focused within the purpose, audience, and task. It has an opinion (*In this essay I will be giving you reasons why I think my school should build a natural habitat.*) which is organized using transitions (*First, Second*) that are used to clarify the relationships between ideas. Some loosely related material is present (*First, some people might be allergic to fur or pet food*). There is a good progression of ideas from beginning to end with a sufficient introduction and conclusion.

Evidence and Elaboration - Score Point 2

While there is an attempt to provide support/evidence for the writer's opinion (*Second, birds will be able to have another habitat to live in.*) and (*... it would be worth it because we might save nature and create a home for animals.*), it is weakly integrated. There is an imprecise expression of ideas and a lack of sentence variation. Sentence structure is repetitive (*it would be good...it would also give...it would be a lot of work it would be worth it*).

Conventions - Score Point 2

An adequate command of basic conventions is demonstrated in this response. Errors in spelling (*reasons - reasons, might - might, allergic - allergic*) and sentence formation (*Second, it would be good for if students wanted to study plants.*) are minor.

Grade 3

Student-6

Score Point 2/2/2

Should students hold a pet food drive?
Yes, they should. We need to start giving homeless, and sheltered pets our love, not abuse.

Our pets are admirable animals. Every day over 100 cats and dogs get killed in a high-kill shelter. So, what should we do about this? We should raise more food, homes, toys, treats, etc. to these beautiful animals and help them find a home, of course! These intelligent animals will greet you with a wagging tail, wet nose, and will want to give you big, sloppy kisses when you adopt them!

Abuse happens a lot of times when people don't want their pets and let them run away, instead of putting them in an animal shelter. Putting them up for sale on a website could be a better option. Extra toys, blankets, treats, and food could make them trusting again.

Grade 3

Student-6

Score Point 2/2/2

Having a pet food drive also helps people in need if they have a cat or dog. It also gives pets another chance. So let's give these intelligent animals a place to live and call home!

Grade 3

Student-6 Annotation**Score Point 2/2/2****Purpose, Focus, and Organization - Score Point 2**

The response is somewhat sustained within the purpose, audience, and task and includes some loosely related material. A partially focused opinion is insufficiently sustained (*We should raise more food, homes, toys, treats, etc. to these beautiful animals and help them find a home, of course!*). Some loosely related material is included (*Abuse happens a lot of times when people don't want their pets . . .*).

Evidence and Elaboration - Score Point 2

Uneven, cursory support/evidence for the writer's opinion includes ineffective use of sources, facts and details. Weakly integrated evidence from sources includes erratic and irrelevant references. Portions of the supporting data are based on personal experience and are irrelevant (*Every day over 100 cats and dogs get killed in a high-kill shelter.*) and (*Having a pet food drive also helps people in need if they have a cat or dog.*). The response only vaguely addresses the need for the school to "have a pet food drive".

Conventions - Score Point 2

An adequate command of basic conventions is demonstrated in this response even though there are minor spelling errors (*intelegent, opsion*).

Grade 3

Student-7

Score Point 2/2/2

Do you think having a pet food drive is good? Do you ever think every school should have a plant drive? I agree and here is why.

To begin, with having a pet food drive is awesome because some shelters can't afford buying a lot of pet food. In addition, it would save some money for the owner of the shelter.

In addition, if you don't think we should have pet food drives, you may love the idea of having plant drives. What are plant drives you ask? Plant drives are when schools might plant plants in open soil spots and create vegetation for wild life.

Grade 3

Student-7

Score Point 2/2/2

In conclusion, I think every school should at least have a pet food drive or a plant drive. If every school does the world would be better in every in every way.

Grade 3**Student-7 Annotation****Score Point 2/2/2****Purpose, Focus, and Organization - Score Point 2**

This response contains a partially focused opinion that is insufficiently sustained. It does not specify which option, "have a pet food drive" or "build a garden of native plants", should be chosen as a project to help the community. The writer included positive aspects of both options. This creates an organizational structure that is inconsistent.

Evidence and Elaboration - Score Point 2

Uneven, cursory evidence/support is provided for the writer's opinion. Weakly integrated evidence is included in this response (*To begin with, having a pet food drive is awesome because some shelters can't afford buying a lot of pet food*) and (*Plant drives are when schools might plant plants in open soil spots and create vegetation for wild life*) which produces uneven support and an uneven progression of ideas from beginning to end.

Conventions - Score Point 2

An adequate command of basic conventions is demonstrated by this response.

Grade 3

Student-8

Score Point 2/2/1

I think we should build a
garden of native plants, because
there are birds everywhere
there in the sky looking for
food and then we build a
garden of native plants so they

could eat and, I like birds
more than I like dogs, because
they just have so much detail
and look cooler and dogs could
just get adapted but so
could birds not all of them though,

but when we get to build
the garden of native plants,
we could watch how they
grow, every day and see how

Grade 3

Student-8

Score Point 2/2/1

the birds eat the plants and
water them, an the birds
would be so thankful because
they could.

Get food and water from
here every single day. and
new birds could come here.
and see how they eat to.
we could also feed and water
even more birds to.

Grade 3

Student-8 Annotation**Score Point 2/2/1****Purpose, Focus, and Organization - Score Point 2**

The writer's opinion (*I think we should build a garden of native plants . . .*) is somewhat sustained within the purpose, audience, and task. Some loosely related material is included (*. . . and, I like birds more than I like dogs. because they just have so much detail. an look cooler . . .*). There is an uneven progression of ideas from beginning to end. The introduction is sufficient, but a conclusion is not included in this response.

Evidence and Elaboration - Score Point 2

Uneven, cursory support/evidence for the writer's opinion is provided and includes weakly integrated evidence from the source material (*. . . see how the birds eat the plants and water them. an the birds would be so thankful becace they could.*). There is some imprecise expression of ideas (*. . . because there are birds. everywhere there in the. sky looking for food an then we build a garden of native plants so they. could eat . . .*). The construction of sentences, simple and otherwise, is problematic due to improper placing of punctuation marks and hinders the effectiveness of the supporting information.

Conventions - Score Point 1

This response demonstrates a partial command of basic conventions. There are punctuation marks (periods) which are placed arbitrarily without regard as to where sentences begin and end. The inconsistent use of punctuation and capitalization indicate that writer has a difficulty with proper sentence formation.

Grade 3

Student-9

Score Point 2/1/2

I think both idea's are great. Because they both help the community. And eather one of the Idea's are very helpfull. And they are both great Idea's. And they are super cool Idea's.

And I would chause pet food drive, Because it could help so meny cat's and dog's. And it would be so helpfull. Becuase a bunch of cat's and dog need food and water to survive. So I chose pet food drive. And I want to have a food drive for the Homeless and animal's at my school.

Grade 3**Student-9 Annotation****Score Point 2/1/2****Purpose, Focus, and Organization - Score Point 2**

The response has a partially focused opinion that is insufficiently sustained. On one hand the response states, "I think both ideas's are great, Because they both help the communtiy" but in the next paragraph, the writer says, "And I would chause pet food drive." It has an inconsistent organizational structure and an uneven progression of ideas from beginning to end.

Evidence and Elaboration - Score Point 1

A small amount of the support/evidence provided by the writer is from the source material (*Because a bunch of cat's and dog need food and water to servive.*) while most is from personal knowledge/experience (*And they are super cool idea's.*). Sentences are limited to simple construction.

Conventions - Score Point 2

An adequate command of basic conventions is demonstrated in this response. Spelling errors (*communtiy, eather, helpfull, chouse, meny, servive*) are minor and do not obscure the meaning.

Grade 3**Student-10****Score Point 2/1/1**

In my opinion our school should start a food drive for pets, because they need food to, right well I know if you are reading this you might be thinkin well he doesn't care for birds but I do and they can find good amount of food to feed themselves and there families and I like birds there cool and all but most pets like dogs and cats cant find a good amount of food to feed themselves and there families. So lets start a food drive and let there be food to all the pets.

Grade 3

Student-10 Annotation**Score Point 2/1/1****Purpose, Focus, and Organization - Score Point 2**

The response is somewhat sustained within the purpose, audience, and task. It has an opinion (*In my opinion our school should start a food drive for pets . . .*). The writing contains some loosely related material (*. . . I like birds there cool and all . . .*) and there is an uneven progression of ideas - the response moves, without transitions, from pets to birds and back to pets.

Evidence and Elaboration - Score Point 1

Minimal support/evidence for the writer's opinion is provided and includes little or no use of sources, fact, and details. Evidence from the source material is absent. The expression of ideas is vague (*I know if you are reading this you might be thinkin well he doesnt care for birds but I do and they can find good amount of food to feed themselves and there familes*).

Conventions - Score Point 1

A partial command of basic conventions is demonstrated in this response. Use of correct capitalization and punctuation is shown; however, the body of the response is one long, run-on sentence which indicates inconsistent sentence formation. Minor errors include spelling (*thinkin, doesnt, familes. themselves*) and usage (*there - their*).

Grade 3

Student-11

Score Point 1/1/2

I think that a pet food place is good because some pet stores are far away from Leman. Some people live near Leman and have dogs or cats and they have to drive far away so I think a near pet food store is good to have. So people don't have to drive so far away. So that is why I think a pet food store is good to have at Leman.

Grade 3**Student-11 Annotation****Score Point 1/1/2****Purpose, Focus, and Organization - Score Point 1**

The response is related to the topic but demonstrates little or no awareness of the purpose, audience and task. An ambiguous opinion is expressed (*I think that a pet food place is good because some pet stores are far away from Leman.*) which does not directly relate to the prompt question (. . . *your school should have a pet food drive . . .*). The writer confused "having a pet food drive" with "having to drive far away" which impedes understanding.

Evidence and Elaboration - Score Point 1

Use of sources, facts, and details is not included in this response. Irrelevant material in the document is based on personal knowledge and not the source material that was provided to the writer.

Conventions - Score Point 2

An adequate command of basic conventions is demonstrated in this response. Examples include capitalization of a proper noun (*Leman*), beginning of sentence capitalization and end of sentence punctuation.

Grade 3

Student-12

Score Point 1/1/1

Ther shoulde do a bulda garden
because wen youn not even done
the raddit and golforholes will eat it
and wen yourdone and you pull all
the fruit and vegstabols all the dog
cats and birds they can
eat all the stuff they planted.

Grade 3

Student-12 Annotation**Score Point 1/1/1****Purpose, Focus, and Organization - Score Point 1**

This response is related to the topic but demonstrates little or no awareness of the purpose, audience, and task. The opinion contained in the response (*They shoulde do a build a garden . . .*) is ambiguous and only vaguely addresses the prompt.

Evidence and Elaboration - Score Point 1

Irrelevant and confusing support/evidence for the writer's opinion is contained in the response. Evidence such as (*the raddit and golfor holes will eat it*) and (*you pull all the fruit and vegstabols all the dod cats and birds they can eat*) is not from the source material and is personal knowledge. Additionally, because the response consists of one sentence, it does not demonstrate any knowledge of focus or organization.

Conventions - Score Point 1

A partial command of basic conventions is demonstrated in this response which consists of one long, run-on sentence. Correct beginning of sentence capitalization and end punctuation are correctly used.

Grade 3

Student-13

Score Point 1/1/1

we shud Help anamos becus
anamos like dogs Kian Help You like if
Your Gading atakt or if Sumwun braks into
Your Haws

Grade 3

Student-13 Annotation**Score Point 1/1/1****Purpose, Focus, and Organization - Score Point 1**

The response is related to the topic but shows little or no awareness of the purpose, audience, and task. The writer's opinion (*We shud help anamos becus anamos like dogs klan help you*) is only vaguely related to the prompt. There is little organizational structure demonstrated due to the brevity of the response.

Evidence and Elaboration - Score Point 1

Expression of ideas is unclear (*like if your goding atakt or if sumwun braks into your haws*) and there is little or no use of sources, facts, or details.

Conventions - Score Point 1

A lack of command of conventions is demonstrated in this response. There are frequent and severe errors which obscure the meaning. Types of errors include spelling (shud - should, anamos - animals, beecus - because, sumwun - someone), missing punctuation and sentence formation.

Grade 3

Student-14

Score Point 1/2/2

Animals, community, and Habitat are different things to protect or to work, Animals are pets ho ether protect you or to protect the animals that are ether sick or weak. Animals can be dangous, Dangous animals can be in water or in a place maybe far away. Animals need food and water to survive, Animals need people to give the animals water to survive. people teach animals skills like police teach their K-9S skills, police train the K-9S every day. Animals have toys for ether a brake for police or play with a nomal dog. Communitys is to have work like School or tasks to do when someone needs help. Communitys helps your country for example, helping one other or picking up trash. community helps the earth get less messy and not being alone with the people around the earth. Community is needing food and shelter in the houses, community in their houses keep you safe and comterable and also in the houses has community in side.

Grade 3

Student-14

Score Point 1/2/2

Habitat is natural for example, birds flying to find food and water, Parents and their children sign up volunteers for Audubon Society, Students learned how plants and animals help each other environment, the students at Washington elementary school in Pasadena California wanted to do more, and the garden contains plants that grow naturally in habitat where the school is located. Habitat helps the plants produce seeds, flowers, and tender leaves that are good source for birds and insects, and the plant provide a safe place for bugs and butterflies to lay their eggs, the science teacher jodie to make sure that student would learn. The Habitat had a local eagle scout, river mench that heard about the project and built water fountains out of old flower pots that are powered by the sun. The Audubon Society helped school get native plants, The rain waters the plants that were chosen to feed the birds.

Grade 3**Student-14 Annotation****Score Point 1/2/2****Purpose, Focus, and Organization - Score Point 1**

The response is related to the topic but demonstrates little or no awareness of the purpose, audience, and task. It does not have a discernible opinion which addresses the prompt questions (*Animals, community, and Habitat are different things to protect or to work, Animals are pets to ether protect you or to protect the animals that are ether sick or weak.*). More lack of understanding is shown by inclusion of extraneous ideas (*Commiuntys helps your country for example, helping one other or picking up trash.*). The actual writing is well done; however, the quality is hindered by the lack of organization and lack of understanding of the task.

Evidence and Elaboration - Score Point 2

Uneven, cursory support and evidence includes the ineffective use of facts and details. The writer includes support like (*Animals need food and water to survive, Animals need people to give animals water to survive.*) and (*Communitys is to have work like school or tasks to do when someone needs help.*). In the third paragraph, the response begins to use some evidence from the source material (*Students learned how plants and animals help each other environment*). These examples of support and evidence show how weakly integrated and erratic it is when used in the response.

Conventions - Score Point 2

An adequate command of basic conventions is demonstrated in this response. Errors in spelling (*ether - either, Communitys - Communities, comferable - comfortable, dangous - dangerous*), capitalization and punctuation do not obscure meaning of the writing.