

Grade 3 / Evidence and Elaboration

SAMPLE A * SCORE 4

Informational Performance Task

Focus Standards

Grade 3: W.3.2b; W.3.4; W.3.5; W.3.8; L.3.3



STUDENT RESPONSE

Being an astronaut is hard work but fun. As an astronaut you have to **train** well and hard. Astronauts work seems **especially** fun because you are floating, but working with no gravity is not so easy as it looks.

Astronauts have to work hard before they go to space. "Although each astronaut has a special job on the team, each of them has to learn to work where there is no gravity" Astronauts have to **practice** so that they can eat their food and do experiements in space. **Before you go, you have to walk underwater because walking underwater feels like being in space.** (source #1). Floating around seems really fun, but **you have to do a lot of work to be ready for it.**

Being in space with no gravity is hard for your body. If you are in space for too long, your legs will get skinny and weak. And your heart and bones also get small and weak. But, lucky there is an exercise that helps with that it uses a giant rubber band. (Source 2).

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RATIONALE AND EVIDENCE

The response provides adequate evidence to support the main idea about the challenges of weightlessness.

The evidence provided is well integrated and relevant, but in some cases general ("Before you go, you have to walk underwater because walking underwater feels like being in space"). Citations for both sources are clear. The response demonstrates a variety of elaborative techniques ("but you have to do a lot of work to be ready for it" and "But, at least you get to remember the feeling of floating."). Vocabulary is appropriate for purpose and audience ("train," "especially," "practice"), and the style, while casual, is appropriate and effective for the task and audience (a bulletin board for students, teachers, and parents).

This response provides thorough evidence for the controlling idea that weightlessness is fun but also challenging. It develops ideas with precise language and earns a score for 4 for Evidence and Elaboration.



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Even when you come back, it is still hard. “Even with regular exercise, astronauts come back feeling weak” (Source #2). But, at least you get to remember the feeling of floating.

As I said astronaut work can be hard so that’s why you have to train very hard. But even with the work, floating in space seems fun. If you asked me if I wanted to be an astronaut I’d say yes!



4-Point Informational Performance Task Writing Rubric (Grades 3–5)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling/main idea

Grade 3 / Evidence and Elaboration

SAMPLE B * SCORE 3

Informational Performance Task

Focus Standards

Grade 3: W.3.2b; W.3.4; W.3.5; W.3.8; L.3.3



STUDENT RESPONSE

What is the job of an Astronaut like?

Some people want to be astronauts, but do they know how hard the job of an astronaut is like. Being an astronaut might be fun, but it is hard work for an astronaut. When you want to be an astronaut you have to go to school for many many many years. Then when you've been accepted to be an astronaut you have to train for hundreds and hundreds of hours.

You have to learn about medical skills, and how stars and other things work in space. That is all hard to learn. Astronauts also learn how to eat, and exercise to stay healthy. They have to fix things, do experiments, and how to drive huge space vehicles in certain ways when they are floating in space. That takes lots of hard work to learn to do. They also learn how to scuba dive because there is not as much gravity in water as there is on land, so when they go in the water it gives them practice floating because there is no gravity in space so they will be floating most of the time.

Each person on the ship has a special job so they can contribute to the team. It is important to work together when it is a small

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RATIONALE AND EVIDENCE

The response provides adequate support for the controlling idea that "it is hard work for an astronaut." The student adds details from the passage that provide evidence for the many ways in which it is hard: going to school for many years, training for hundreds of hours, learning medical skills and about stars, doing everyday activities while floating in space, and working together to contribute to the team.

There is only one citation, in which the student notes that all of the material was learned from source 1.

The student does use some elaborative techniques related to the difficulties that an astronaut has in doing certain activities ("That is all hard to learn."; "That takes lots of hard work to learn to do."; "It's not easy to be an astronaut!")

Vocabulary is specific to the topic ("medical skills," "stars," "experiments," "healthy," "gravity," "contribute," "leader," and "scientists"), with some generalities as noted with use of the word "things" in a few places in the response. Overall the vocabulary is appropriate for the audience and purpose.

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team so far away in space. Some people learn to fix things and put them together so if something breaks on the ship they can fix it. Some people learn how to be the leader of the ship that means they're in charge. Some people are the scientists and they do most of the experiments. I learned about this hard work in source 1. It's not easy to be an astronaut!

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The style is appropriate to the task. The student makes clear the idea, over and over, that it is hard work being an astronaut.

4-Point Informational Performance Task Writing Rubric (Grades 3–5)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling/main idea

Grade 3 / Evidence and Elaboration

SAMPLE C * SCORE 3

Informational Performance Task

Focus Standards

Grade 3: W.3.2b; W.3.4; W.3.5; W.3.8; L.3.3



STUDENT RESPONSE

Have you ever wondered about life in space? It might sound fun but it is a lot of hard work. You have to study for hundreds of hours. There are so many things an astronaut needs to know before going into space.

The astronaut needs to learn the basic first aid during training. Astronauts also learn what life is like on the International Space Station (ISS). The ISS is a place where astronauts learn experiments. Astronauts also learn how to eat, exercise and do experiments with no gravity. They have to learn how to drive special vehicles about the size of a pickup truck with twelve wheels. Astronauts have to take scuba diving lessons. When they are walking under water, it is hard and it feels the same as walking in space. There is no gravity in space so heavy objects are easy to lift but it isn't easy to do jobs that way.

All of the astronauts need to work as a team. The article #1 says, "these astronauts have to learn how to live and work together in space." That is not easy to do when you live so close to strangers. Every astronaut has a different job on the spacecraft. Some astronauts learn how to fix things on the spaceship. That astronaut has a very important job because if

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RATIONALE AND EVIDENCE

This response provides adequate elaboration of the evidence for the controlling idea, which is "It might sound fun but it is a lot of hard work." That idea is adequately developed throughout the response.

There is adequate evidence from the source materials, including direct quotes, and that evidence is mostly integrated and relevant to the topic ("so many things an astronaut needs to know"; "learn the basic first aid"; "The ISS is a place where astronauts learn experiments"; "learn how to eat, exercise and do experiments with no gravity"; "Some astronauts learn how to fix things"; "Some astronauts go to flight school"; "These astronauts have to study for hundreds of hours"). The student attributes the quotes to the two sources.

Some of the evidence is elaborated upon, with some variety in elaborative techniques used, including further examples and explanations ("but it isn't easy to do jobs that way"; "That is not easy to do when you live so close to strangers."; "This is because there's nobody else to fix it out there!"; "They learn about their body and animals and plants they take to space. That's hard for them to see all the changes.")

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anything breaks they have to be able to fix it. This is because there's nobody else to fix it out there! Some astronauts go to flight school before becoming an astronaut. These astronauts have to study for hundreds of hours just like before becoming an astronaut. Some of the astronauts are leaders on the ship. They make sure that everybody is doing they're job. The article #1 says "Other astronauts learn mostly about science. They're job is to learn how living things change in when they are in space." They learn about their body and animals and plants they take to space. That's hard for them to see all the changes. They work hard in space. Astronauts have a lot of amazing adventures but they work hard to!

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The response uses a mix of precise and more general language. The student has generally made appropriate use of the vocabulary ("first aid," "International Space Station," "experiments," "vehicles," "gravity," and "science") from the articles, with few areas of generalization, in particular the use of the word "things" ("so many things," "fix things," "living things"). However, when this more general language is used, the student goes on to elaborate on those "things" that an astronaut needs to know.

The style is appropriate and conversational ("Have you ever wondered about life in space? It might sound fun but it is a lot of hard work.;" "They work hard in space. Astronauts have a lot of amazing adventures but they work hard to!")

Overall, this response demonstrates the qualities of a level 3 on the rubric for evidence and elaboration.

4-Point Informational Performance Task Writing Rubric (Grades 3–5)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling/main idea

Grade 3 / Evidence and Elaboration

SAMPLE D * SCORE 3

Informational Performance Task

Focus Standards

Grade 3: W.3.2b; W.3.4; W.3.5; W.3.8; L.3.3



STUDENT RESPONSE

In this #1 passage I learned a lot about astronauts and what they train to do. When they look down from the space ship they can see clouds moon and water. They can see the moon up close up. They need to study about the stars and things they see out in space. I think it would be pretty with all the stars. You have to know lots of things like first aid in case of somebody gets hert. The most important thing to know is to work together. They need to know to work together because if they do not know how then they will get in an augment. They need to learn to be a pilot. They need to learn to be a pilot because if they do not know how to turn the space ship then they will be in there forever.

Do you think the astronauts live in the space ship? They do not. They go to the international space station. (the ISS) They do not live in the space ship because the space ship can only hold 8 people tops. They have vehicles just for space. They bring food, water and fuel back to the ISS. It is as large as a pick-up truck with 12 wheels! They take classes in scuba diving. They scuba dive because it feels like they are walking in space or even on the moon. That helps when they do not have gravity.

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RATIONALE AND EVIDENCE

The student provides adequate evidence from the source materials to support the main idea and includes attributions to the source materials. Various elements covered include astronauts training, astronauts working together, living conditions, scuba diving to learn what it feels to be weightless, and what happens to the body when in space. This is elaborated upon in each of the paragraphs.

There is adequate use of elaborative techniques. The student brings opinion into the informational response, which is an acceptable form of elaboration for an informational piece ("I think it would be pretty with all the stars."; "I think this is all very hard to train to be an astronaut."). The student makes use of a variety of words to indicate elaboration ("When," "in case," "because," "then," "means," "too," "also," "but," "so," "more" and "less"). The paragraphs contains different structures ("Do you think the astronauts live in the space ship?"; "It is as large as a pick-up truck with 12 wheels!"). The use of a variety of syntactic elements enhances the response.

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They feel **weightless** in space. **Weightless** means they feel like they do not weigh anything. They can float too. Anything that is in the space ship can **also float too**. It does sound like fun **but** it is really hard.

In #2 passage I learned a person is use to being on earth, **so** when they are up in **space** it takes a couple days for them to get use to space. In space **more blood flows** to a person's head so their face gets puffy. At the same time **less blood flows** in their in their legs. That is what is what makes their face get puffy. (When their legs get skinny they call that **condition** bird legs.) They have to do exercise in space.

So the astronauts train to do lots of **things**. They have to study stars, do first aid. to work together, to be a pilot and then scuba dive and not get bird legs and a face that is puff up. **I think this is all very hard to train to be an astronaut.**

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Vocabulary is generally appropriate to purpose and audience. The student uses vocabulary that is precise ("moon," "stars," "space," "first aid," "pilot," "ISS," "vehicles," "scuba," "fuel," "gravity," "weightless," "float," "blood flows," "condition"). There are a few references to "things," but the student then explains the concepts.

The style is evident with the varying sentences and the use of opinion. It is conversational but works well in the response.

This response is scored at a level 3. The student provides adequate elaboration of the evidence to support the main idea and includes the source materials. The response is adequately developed with a mixture of precise and general language that is appropriate for third grade.

4-Point Informational Performance Task Writing Rubric (Grades 3–5)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling/main idea

Grade 3 / Evidence and Elaboration

SAMPLE E * SCORE 2

Informational Performance Task

Focus Standards

Grade 3: W.3.2b; W.3.4; W.3.5; W.3.8; L.3.3



STUDENT RESPONSE

The job an astronaut is very mind blowing, but you have to study for many years. When you go into space your blood will flow a different direction , causing the blood to go to your head so, it will cause you to have a puffy head and a big neck.

astronauts learn how life is like in space in their space station called the ISS . The ISS is a large spacecraft that circles around the earth .Astronauts exercise in space with rubber bands, they use it to exercise their legs and arms and many more . Astronauts have to study the stars the earth and especially gravity ,if you understand that then you will understand space, space will be really complicated and hard .

You have to learn how to fix things just in case something goes wrong in the spaceship .the the job of an astronaut is very cool, but it is tough.

RATIONALE AND EVIDENCE

The student response provides uneven support for the main idea; some evidence is provided, but it is imprecise and uncited (“ . . .your blood will flow a different direction. . .”). The student does clarify the meaning of the evidence in the following sentence about what the blood flow causes, but this still demonstrates vague and weakly integrated evidence.

The elaborative techniques used are adequate; there are varied sentence starters and a variety of transitions such as “When,” “so,” “if,” and “but.” The response is not developed evenly, with a listing of facts that are not connected within each paragraph.

At times the vocabulary is very precise: “their space station,” “spacecraft,” “rubber bands,” “study,” “gravity,” and “complicated.” In other sections of the response, the vocabulary is more limited: for example, “many more” and “things.”

An attempt at style is evident in the introduction and conclusion, which clearly represent the student’s own words: “mind blowing,” “cool,” and “tough.”

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- Overall, this response contains some elaboration of the evidence for the main idea that, in the student’s words, “The job an astronaut is very mind blowing . . .” The manner in which the response is developed is uneven, with scattered pieces of information linked together.
- Therefore, this response scores a 2 on the rubric.

4-Point Informational Performance Task Writing Rubric (Grades 3–5)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling/main idea

Grade 3 / Evidence and Elaboration

SAMPLE F * SCORE 2

Informational Performance Task

Focus Standards

Grade 3: W.3.2b; W.3.4; W.3.5; W.3.8; L.3.3



STUDENT RESPONSE

This passage is about what astronauts do in space. It tells you about the different jobs each astronaut has and why it is important. It tells you about what astronauts get to see and what happens to the body when it is in space for a long time. The passage tells you about how astronauts come back feeling weak and tired even after the **right** exercise while in space. The passage tells you about what the astronauts have to do for their training to prepare them for space. Did you know astronauts have to take scuba diving lessons? When they under water in their suites it feels like zero gravity so they can get use to the feeling of zero gravity a little bit. Astronauts must learn to work together as a team because there could be up to eight astronauts on one space ship at a time. **Astronauts must exercise every muscle of their body.** Did you know the hart is a muscle? Astronauts do a lot of things in space. Maybe you'll be an astronaut. **Remember there are some up and some downs in being an astronaut.**

RATIONALE AND EVIDENCE

The student provides some evidence, though sections are imprecise. The response states that "Astronauts must exercise every muscle of their body." The student picks pieces of information and combines them, but there is some minor misinterpretation of information from sources; for example, the student states that astronauts come back feeling weak and tired even after the right exercise while in space.

There is no reference to being tired in the source passage, though it states that the heart muscle is weakened. The article also discusses regular exercise but not specifically "right" exercises.

The response is written in very general terms. Little elaboration on ideas is evident, with most of the information pulled directly from the sources.

There is evidence from both sources, but no citations are given for either source.

Evidence of the writer's own style is lacking but does show up in the last statement ("Remember there are some up and some downs in

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- being an astronaut.”). The remainder of the response is paraphrased from the sources.
- This reflects a response with cursory, uneven elaboration of the evidence for the controlling idea and scores a 2 on the rubric.

4-Point Informational Performance Task Writing Rubric (Grades 3–5)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling/main idea

Grade 3 / Evidence and Elaboration

SAMPLE G * SCORE 2

Informational Performance Task

Focus Standards

Grade 3: W.3.2b; W.3.4; W.3.5; W.3.8; L.3.3



STUDENT RESPONSE

When I read this story about astronauts I learned their type of jobs and how they can feel in space. Also I learned astronauts have a special job. Some astronauts can be a pilot, a doctor, a ship fixer, a leader, and learn about science. In space astronauts can look down and see water, lands, and clouds. It's a beautiful view! You might not believe it but astronauts also learn how to eat, exercise, scuba dive, and do science experiments. I bet your probably wondering how they do all that. Well there's this space craft on space called the ISS (International Space Station.) They can also ride special type of vehicles the size of a pick – up trucks with twelve wheels. Those trucks bring food and fuel. The reason why astronauts can't live on space is because only 8 astronauts can fit on each spaceship. They have to train for hundreds of hours and study for years. Well their training what do they do? Well, they learn about space this. They can even learn about the stars and the Earth. It is important that astronauts study space so that they understand what they will be wicking on in space. Astronauts also learn medical skills well training. Just from reading you might say to yourself wow! But really it's not that much fun. Sometimes if you go to space you can get something called condition bird legs. Which is when your head gets puffy your neck gets bigger. Know I hope you learned a lot.

RATIONALE AND EVIDENCE

The response provides some support for the controlling idea, which is the types of jobs that astronauts have in space and how they feel. The first part of the main idea is supported by the listing of the jobs: “a pilot, a doctor, a ship fixer, a leader and learn about science.” The end of the paragraph discusses the second part of the main idea, how the astronauts feel, by listing the conditions experienced by astronauts: bird legs, puffy head, and big neck for physical conditions.

The student makes no attempt to cite the sources, but the response does use information from each of the sources to support the ideas of jobs and feelings.

There is some elaboration, as in the comments, “Just from reading you might say to yourself wow! But really it's not that much fun.” and “I bet your probably wondering how they do all that.” The student does begin sentences with various words, though many of the sentences are not very lengthy. Much of the response is primarily paraphrased from the source material, with only cursory elaboration.

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The vocabulary is appropriate, with specific use of terms from the sources: “pilot”; “doctor”; “science experiments”; “space craft,” and with specific reference to the International Space Station; “vehicles”; “medical skills”; and “condition.” At times the wording is awkward. An example is in the section “Well their training what do they do? Well, they learn about space this.” This identifies a need to reread and revise.

An attempt is made at development of style with the variety of sentences: statements, questions, and exclamatory sentences are all included in the response. The style is conversational in tone and engages the reader.

Overall the preponderance of evidence in the response demonstrates uneven, cursory elaboration with limited use of the source material and scores a 2 on the rubric.

4-Point Informational Performance Task Writing Rubric (Grades 3–5)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling/main idea

Grade 3 / Evidence and Elaboration

SAMPLE H * SCORE 1

Informational Performance Task

Focus Standards

Grade 3: W.3.2b; W.3.4; W.3.5; W.3.8; L.3.3



STUDENT RESPONSE

In source 1 I lerned that astronaut train for hours. In source 2 I lerned how in their training astronauts also lean what life is like on the Interntational space station.

RATIONALE AND EVIDENCE

The student chooses two pieces of evidence to include that demonstrate ideas that the student learned from the sources. There is attribution to sources; however, the fact cited from source 2 is actually in source 1.

There is no elaboration, just the stated facts. Vocabulary is limited to the facts identified, and the student does not show evidence of any style beyond stating facts.

Since this response provides minimal evidence from the sources and the response is minimal, it receives a score of 1 on the rubric for Evidence and Elaboration.

4-Point Informational Performance Task Writing Rubric (Grades 3–5)

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
EVIDENCE/ELABORATION	<p>The response provides thorough elaboration of the support/evidence for the controlling/main idea that includes the effective use of source material. The response clearly and effectively develops ideas, using precise language:</p> <ul style="list-style-type: none"> comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific clear citations or attribution to source material effective use of a variety of elaborative techniques* vocabulary is clearly appropriate for the audience and purpose effective, appropriate style enhances content 	<p>The response provides adequate elaboration of the support/evidence for the controlling/main idea that includes the use of source material. The response adequately develops ideas, employing a mix of precise and more general language:</p> <ul style="list-style-type: none"> adequate evidence (facts and details) from the source material is integrated and relevant, yet may be general adequate use of citations or attribution to source material adequate use of some elaborative techniques* vocabulary is generally appropriate for the audience and purpose generally appropriate style is evident 	<p>The response provides uneven, cursory elaboration of the support/evidence for the controlling/main idea that includes uneven or limited use of source material. The response develops ideas unevenly, using simplistic language:</p> <ul style="list-style-type: none"> some evidence (facts and details) from the source material may be weakly integrated, imprecise, repetitive, vague, and/or copied weak use of citations or attribution to source material weak or uneven use of elaborative techniques*; development may consist primarily of source summary vocabulary use is uneven or somewhat ineffective for the audience and purpose inconsistent or weak attempt to create appropriate style 	<p>The response provides minimal elaboration of the support/evidence for the controlling/main idea that includes little or no use of source material. The response is vague, lacks clarity, or is confusing:</p> <ul style="list-style-type: none"> evidence (facts and details) from the source material is minimal, irrelevant, absent, incorrectly used, or predominantly copied insufficient use of citations or attribution to source material minimal, if any, use of elaborative techniques* vocabulary is limited or ineffective for the audience and purpose little or no evidence of appropriate style 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

*Elaborative techniques may include the use of personal experiences that support the controlling/main idea