

Grade 3 / Organization and Purpose

SAMPLE A * SCORE 4

Informational Performance Task

Focus Standards

Grade 3: W.3.2a, c, d; W.3.4; W.3.5



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

This response has a controlling idea stated directly at the beginning ("Astronauts work seems especially fun because you are floating, but working with no gravity is not so easy as it looks."). That idea is maintained throughout the response, with each paragraph detailing some of the challenges of weightlessness. The student uses some variety of transitional strategies both within and between paragraphs ("And," "But," "As I said"). There is an effective introduction and a conclusion, with the introduction focusing on the fun and hard work associated with weightlessness, and concluding with a personal response.

The ideas are presented in a logical progression, moving between before, during, and after the astronauts visit space. There are connections and good use of sentences that begin with syntactic variety ("Before you go . . .," "Even when you come back . . .").

Overall, this response is scored at level 4, with clear and effective organizational structure. The structure is sustained throughout the response, and the response maintains a consistent and purposeful focus.



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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
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose



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

This response scores a level 3 on the rubric for organization and purpose. There is evident organizational structure and the organization is adequately sustained throughout the response.

The controlling idea is that "it is hard work for an astronaut." Focus on this idea is maintained in the following paragraphs when the student discusses the training and the jobs that astronauts do in space. In the introductory paragraph, the student makes a minor misinterpretation regarding the schooling for many years followed by the training for hundreds of hours, but this small error does not detract from the overall organization of the paper.

There are transitional strategies that clarify the relationships between ideas ("then," "also," "so"). The controlling idea is maintained and connections are made with the inclusion of eating and exercising to stay healthy, scuba diving to practice floating, working together as a team because they are so far away in space.

The student provides an adequate introduction. The concluding statement restates the idea that it is "hard work to be an astronaut" by

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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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• saying, "It's not easy to be an astronaut!" The single restatement is not a strong conclusion but does bring some closure.

• The idea of things being hard in space is maintained over both of the paragraphs and reiterated to drive home this central idea.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Grade 3 / Organization and Purpose

SAMPLE C * SCORE 3

Informational Performance Task

Focus Standards

Grade 3: W.3.2a, c, d; W.3.4; W.3.5



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 loive 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

There is an evident organizational structure with a sense of completeness in this response. The organization is sustained between and among paragraphs.

The controlling idea is clear and the focus is maintained throughout. The student states the main idea in the first paragraph ("It might sound fun but it is a lot of hard work."). This is maintained in the second paragraph with details that describe the hard tasks ("learn the basic first aid"; "learn what life is like on the International Space Station (ISS)"; "astronauts learn experiments"; "learn how to eat, exercise and do experiments with no gravity"; "to learn how to drive special vehicles"; "take scuba diving lessons"; "but it isn't easy to do jobs that way"). Details in the third paragraph also connect with the controlling idea that being an astronaut "is a lot of hard work." For example, the student incorporates details related to the different jobs that astronauts do ("need to work as a team"; "these astronauts have to learn how to loive and work together in space."; "different job"; "Some astronauts learn how to fix things"; "Some astronauts go to flight school"; "Some

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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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of the astronauts are leaders"; "Other astronauts learn mostly about science. They're job is to learn how living things change in when they are in space." The student pulls it all together in the final paragraph. ("Astronauts have a lot of amazing adventures but they work hard to!").

The student uses adequate transitional strategies within and between paragraphs ("also," "so"), but there is only some variety.

There is an adequate introduction and the ideas are pulled together in the conclusion. An adequate progression of ideas is evident from beginning to end. Overall the response demonstrates a level 3 score for organization and purpose.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Grade 3 / Organization and Purpose

SAMPLE D * SCORE 3

Informational Performance Task

Focus Standards

Grade 3: W.3.2a, c, d; W.3.4; W.3.5



STUDENT RESPONSE

Hard work

Astronauts train for hundreds of hours they learn science, how to scubidive, and they also learn how to fix stuff. All of the things they train to do have a reson.

Astronauts learn how to do science so they can study stuff they find in space. They need to study the stars and the moon and comets. astronauts Learn how to scubidive so they can move around in space because in space they are in no gravity and weightless. This means they don't hardly weight anything and the other stuff in the space station don't hardly weight anything ether. Astronauts also Learn to fix things so is something hapens to the ship they can fix it them selfs. If they don't they could be stuck in space for ever and ever.

Those are all the reasons they need to do all that long training so they can do science, work in no gravity and fix their space ship.

RATIONALE AND EVIDENCE

The student's response is short but answers the prompt. There is a controlling idea present in the title ("Hard work") and the first line, which states, "Astronauts train for hundreds of hours . . ."

The student organizes the response by transitioning from a list of things that astronauts do, in the first sentence, to a body paragraph that expands on each of the topics in that list. The student uses the body paragraph to detail why the astronauts need to learn science, to scuba dive, and to fix things.

The introduction and conclusion are brief but adequate; the introduction frames the rest of the response, and the conclusion restates the main idea.

In the body paragraph where the student expands upon the ideas in the introduction, the student has provided an adequate progression and connections between the ideas.

The preponderance of evidence places this response at a level 3. While the organization may not be strong due to lack of transitions, there is

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Grade 3 Organization and Purpose: Sample D, Score 3



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- an evident organizational structure and sense of completeness. There are some flaws, but the ideas are well connected with the focus on the three tasks that show the reasons for the astronauts' hard work and hours of training.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Grade 3 / Organization and Purpose

SAMPLE E * SCORE 2

Informational Performance Task

Focus Standards

Grade 3: W.3.2a, c, d; W.3.4; W.3.5



STUDENT RESPONSE

Astronauts have a difficult job to do in space. Some information I found in the article is that astronauts need to learn medical first aid. In source two pg.7 #3 some astronauts sometimes feel sick in space so somebody needs to know how to take care of them. Being in space also changes how the blood flows. The heart doesn't have to work as hard so more of the blood flows all around the heart.

It takes a few days to get used to your weight in space. It is easy to move heavy things in space because everything is weightless in space with no gravity. Astronauts have to train for many and many of years. And because there is no gravity astronauts are able to float in the spacecraft. Astronauts need to exercise while in space so they need to learn how to do it while in space. A human body is used to being on earth so our body is going to have to train for that. Mostly astronauts blood flows to the head making there head puffy. When they get skinny legs they call it condition "bird legs that's what astronauts call it." Astronauts use rubber bands to make there legs stronger .

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RATIONALE AND EVIDENCE

The response has a clear controlling idea ("Astronauts have a difficult job to do in space."). The student maintains focus, with many details ("need to learn medical first aid"; "Astronauts have to train for many and many of years"; "If something breaks on the spaceship one of them has to get in a suit and go fix it"). Other details, though, drift from the focus ("When they get skinny legs they call it condition 'bird legs that's what astronauts call it.'"; "There is a spacecraft that is called the (ISS)"). Additionally, each paragraph does not have a clear internal focus. Overall, the focus of the response is insufficiently sustained for the purpose, audience, and task.

Transitional strategies are rarely used ("also" in paragraph 1).

The introduction is missing. The concluding statement, though brief, links to the information provided in the response ("Being a astronaut is a exciting job but hard to do.")

Overall, the response has an inconsistent organizational structure. The connections between and within paragraphs are weak, but most of the evidence is thematically consistent with the idea of things being hard/difficult for astronauts in space, with a minor drift in focus.



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Some astronauts say it is fun floating in the spacecraft. If something breaks on the spaceship one of them has to get in a suit and go fix it. Ametiley or something will go wrong. That is hard to do in space. Astronauts have to train and they have to scuba dive in there training with a special suit. Being weightless is fun but being a astronaut is a very very hard job.

Astronauts can be pilots but they have to learn to steer even if they are already a pilot. Astronauts Have to do this special job, they have to work as a team and together. Astronauts have to learn that how living things live in space.

There is a spacecraft that is called the (ISS) the ISS is a large spacecraft that orbits the earth. The ISS is also where astronauts do science experiments.

If you didn't know astronauts get a chance to see more stars than you ever seen before. Astronauts can see the whole world like water clouds and states. Being a astronaut is a exciting job but hard to do.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Grade 3 / Organization and Purpose

SAMPLE F * SCORE 2

Informational Performance Task

Focus Standards

Grade 3: W.3.2a, c, d; W.3.4; W.3.5



STUDENT RESPONSE

Information I have read is that astronauts can have a very hard job because you have to train for hundreds of hours and study lots and lots about stars. Astronauts get to see so many more stars than you will ever see in your whole life or if you become a astronaut of course. Astronauts have to learn how to eat and exercise in space some things can be very difficult for you. If you have small muscles and you go to space they will get smaller and weaker so before you go to space you want to work up those muscles. Astronauts have to learn medical skills so they have a good and safe flight. Astronauts go to the (ISS) to learn even more things about space my opinion is that I would not like to be an astronaut because I would have to do so much training and studying after that I have to learn how to use the space ship. In space not so much blood flows to your legs and they get skinny so people call you bird legs I would not like having bird legs but I don't know about you may like. Most blood flows to your head so your face gets puffy and your neck also gets bigger than normal. You thought being a astronaut is easy and fun but now you must think not. Astronauts get to ride in special vehicles that are just for space the vehicles are about the size of pickup trucks the vehicles are very big that have twelve wheels on them. Astronauts also have to take classes.

RATIONALE AND EVIDENCE

The student's response contains a clear controlling idea, "astronauts can have a very hard job," but the focus is inconsistently maintained. Many details that the student includes are focused on this idea, including training for hundreds of hours, studying lots about stars, learning to eat and exercise in space, and learning medical skills, among others. There are drifts in focus, though, when the student discusses how many stars astronauts see and the vehicles they use.

The student uses transitional words such as "so," "but," "because," and "if" effectively to connect ideas within sentences. Transitions to connect ideas between sentences are often missing. ("If you have small muscles and you go to space they will get smaller and weaker so before you go to space you want to work up those muscles. Astronauts have to learn medical skills so they have a good and safe flight.") Overall, use of transitions is inconsistent.

Though the student begins with a main idea, the response does not have a true introduction. There is a concluding statement ("You thought being a astronaut is easy and fun but now you must think

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- not.”), but it is not at the end of the response. The student should have either eliminated the details about riding in special vehicles and taking classes or included them prior to the conclusion.
- The progression of ideas is uneven; the structure mostly consists of a list of factual information interspersed with opinions. Thus, this response is a level 2 because of its inconsistencies in organizational structure. There are loose connections, with some drift in the focus that being an astronaut is hard.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Grade 3 / Organization and Purpose

SAMPLE G * SCORE 2

Informational Performance Task

Focus Standards

Grade 3: W.3.2a, c, d; W.3.4; W.3.5



STUDENT RESPONSE

Astronauts have a special job on the team. Some astronauts learn how to fix things and some astronauts are pilots. Other astronauts learn about science and some lead the team. Also in their training they learn what life is like in the International Space Station. The ISS is a place where astronauts do experiments.

Astronauts have to work where there is no gravity.

RATIONALE AND EVIDENCE

The response begins with the controlling idea that “Astronauts have a special job on the team.” The student goes on to provide relevant details in the form of a number of special jobs done by astronauts, but the response also includes extraneous information. (“Astronauts have to work where there is no gravity.”) The student uses some transitional strategies (“some,” “other,” “also”), but the use is inconsistent, especially considering the last unrelated statement about gravity.

The response is missing both an introduction and a conclusion, since it begins with the controlling idea and ends abruptly with the lack of gravity. The response thus lacks a sense of completeness, but it is somewhat sustained on the controlling idea.

The progression of ideas is uneven. In the beginning of the response, the ideas progress with clear connections. The progression becomes less clear near the end of the response.

Although some indicators are met at level 1, the preponderance of evidence puts this response at a level 2 overall, given its inconsistent organizational structure and evident flaws.

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION/PURPOSE	<p>The response has a clear and effective organizational structure, creating a sense of unity and completeness. The organization is sustained between and within paragraphs. The response is consistently and purposefully focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience consistent use of a variety of transitional strategies to clarify the relationships between and among ideas effective introduction and conclusion logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety 	<p>The response has an evident organizational structure and a sense of completeness. Though there may be minor flaws, they do not interfere with the overall coherence. The organization is adequately sustained between and within paragraphs. The response is generally focused:</p> <ul style="list-style-type: none"> controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience adequate use of transitional strategies with some variety to clarify the relationships between and among ideas adequate introduction and conclusion adequate progression of ideas from beginning to end; adequate connections between and among ideas 	<p>The response has an inconsistent organizational structure. Some flaws are evident, and some ideas may be loosely connected. The organization is somewhat sustained between and within paragraphs. The response may have a minor drift in focus:</p> <ul style="list-style-type: none"> controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience inconsistent use of transitional strategies and/or little variety introduction or conclusion, if present, may be weak uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas 	<p>The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:</p> <ul style="list-style-type: none"> controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience few or no transitional strategies are evident introduction and/or conclusion may be missing frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression 	<ul style="list-style-type: none"> Insufficient (includes copied text) In a language other than English Off-topic Off-purpose

Grade 3 / Organization and Purpose

SAMPLE H * SCORE 1

Informational Performance Task

Focus Standards

Grade 3: W.3.2a, c, d; W.3.4; W.3.5



STUDENT RESPONSE

The main Idea of this story is how it is to be an astronaut like how you look dow to earth and foat around and there blood gose to your head and you have chicken legs.

RATIONALE AND EVIDENCE

The paper's controlling idea, "how it is to be an astronaut," is ambiguous, and the paper is too brief to sustain the controlling idea. The response consists of a single run-on sentence and has no transitional strategies. The paper lacks both an introduction and a conclusion. There are facts given about astronauts, but no clear progression of ideas. Therefore, this response demonstrates no discernible organizational structure or focus and scores a 1 on the rubric.

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