

Scoring Key: Grade 3

Informational Performance Task

Focus Standards

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

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

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 3 E/E A	3	<p>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.</p> <p>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.</p> <p>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.</p> <p>The style is evident with the varying sentences and the use of opinion. It is conversational but works well in the response.</p> <p>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.</p>
Sample Grade 3 E/E B	1	<p>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.</p> <p>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.</p> <p>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.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 3 E/E C	4	<p>The response provides adequate evidence to support the main idea about the challenges of weightlessness.</p> <p>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).</p> <p>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.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 3 E/E D	2	<p>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.</p> <p>The response is written in very general terms. Little elaboration on ideas is evident, with most of the information pulled directly from the sources.</p> <p>There is evidence from both sources, but no citations are given for either source.</p> <p>Evidence of the writer’s own style is lacking but does show up in the last statement (“Remember there are some up <u>and</u> some downs in being an astronaut.”). The remainder of the response is paraphrased from the sources.</p> <p>This reflects a response with cursory, uneven elaboration of the evidence for the controlling idea and scores a 2 on the rubric.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 3 E/E E	2	<p>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 doing 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.</p> <p>The response is written in very general terms. Little elaboration on ideas is evident, with most of the information pulled directly from the sources.</p> <p>There is evidence from both sources, but no citations are given for either source.</p> <p>Evidence of the writer's own style is lacking but does show up in the last statement ("Remember there are some up <u>and</u> some downs in being an astronaut."). The remainder of the response is paraphrased from the sources.</p> <p>This reflects a response with cursory, uneven elaboration of the evidence for the controlling idea and scores a 2 on the rubric.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 3 E/E F	3	<p>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.</p> <p>There is only one citation, in which the student notes that all of the material was learned from source 1.</p> <p>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!”)</p> <p>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.</p> <p>The style is appropriate to the task. The student makes clear the idea, over and over, that it is hard work being an astronaut.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 3 E/E G	2	<p>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.</p> <p>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.</p> <p>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.”</p> <p>An attempt at style is evident in the introduction and conclusion, which clearly represent the student’s own words: “mind blowing,” “cool,” and “tough.”</p> <p>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.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 3 E/E H	3	<p>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.</p> <p>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.</p> <p>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.”)</p> <p>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.</p> <p>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!”)</p> <p>Overall, this response demonstrates the qualities of a level 3 on the rubric for evidence and elaboration.</p>