

Scoring Key: Grade 3

Informational Performance Task

Focus Standards

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

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

SCORE	4 POINTS	3 POINTS	2 POINTS	1 POINT	NS
ORGANIZATION AND 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

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 3 O/P A	3	<p>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.</p> <p>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.</p> <p>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.</p> <p>The student provides an adequate introduction. The concluding statement restates the idea that it is “hard work to be an astronaut” by saying, “It’s not easy to be an astronaut!” The single restatement is not a strong conclusion but does bring some closure.</p> <p>The idea of things being hard in space is carried through all the paragraphs and reiterated as necessary.</p>
Sample Grade 3 O/P B	1	<p>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.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 3 O/P C	2	<p>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.</p> <p>Transitional strategies are rarely used (“also” in paragraph 1).</p> <p>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.”)</p> <p>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.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 3 O/P D	4	<p>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.</p> <p>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 . . .”).</p> <p>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.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 3 O/P E	2	<p>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.</p> <p>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.</p> <p>Though the student begins with a main idea, the response does not have a true introduction. There is a concluding statement ("You thought being an astronaut is easy and fun but now you must think 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.</p> <p>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.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 3 O/P F	3	<p>There is an evident organizational structure with a sense of completeness in this response. The organization is sustained between and among paragraphs.</p> <p>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 love and work together in space."; "different job"; "Some astronauts learn how to fix things"; "Some astronauts go to flight school"; "Some 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!").</p> <p>The student uses adequate transitional strategies within and between paragraphs ("also," "so"), but there is only some variety.</p> <p>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.</p>

SAMPLE NUMBER	SCORE	SCORE JUSTIFICATION
Sample Grade 3 O/P G	2	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>