Grade 3 – Informational Writing Work Sample: Approaching

Task: Your class has been learning about different types of jobs. You find two sources about the life of an astronaut and the type of training that astronauts receive in order to do their job.

Read the sources carefully so you can **write an informational article** about being an astronaut. Using more than one source, develop a main idea about being an astronaut and find ways to use information and details from the sources to support your main idea.

Scores, Justification of Student Evidence, and Suggested Areas of Student Improvement

Ideas and Content: 3

The paper introduces astronauts and includes some relevant facts about life in space and training, but the development is uneven. Some points are clear, while others are repeated or under-explained. The writing shows understanding but lacks the depth and elaboration of stronger responses.

Evidence from Student Work: Ideas and Content
✓ **Clear Topic:** ○ The writer introduces the subject with questions: *"Have you ever want go to space? Ever want to see the moon up close?"*
✓ **Relevant but Basic Details:** ○ Mentions space gyms: *"Space staitions have gyms set up so you can keep your muscles strong."* and training: *"You have to spend hundred of hours learning to do weightless training and medical skills."*
✓ **Partial Development:** ○ Some facts are stated without much explanation (e.g., *"You also have to learn about space and science"*).
✓ **Repetition:** ○ The phrase *"get use to"* is repeated several times and weakens clarity.
✓ **Limited Elaboration:** ○ Interesting ideas like "bird legs" are mentioned but not expanded beyond a quick explanation.

Organization: 3

The essay has a beginning, middle, and end, but transitions are weak, and ideas sometimes feel jumbled or repeated.

Evidence from Student Work: Organization
✓ **Opening:** ○ Begins with questions to engage: *"Have you ever want go to space? Ever want to see the moon up close?"*
✓ Sequence of Ideas: ○ Moves from introduction , space challenges , training , body changes , and conclusion. The order mostly makes sense.
✓ **Weak Transitions:** ○ Shifts between sections are abrupt: *"Training to be a astronaut is hard too. You have to spend hundreds of hours…"*
✓ **Repetition of Concepts:** ○ *"Get use to"* and "muscles get smaller" ideas reappear, causing the organization to feel less smooth.
✓ **Conclusion:** ○ Ends with *"They work hard and have many adventures."* This closes the piece but is too general.

Voice: 3

The essay shows some enthusiasm, especially in the opening questions, but much of the writing feels flat or purely factual. The student's personality is present but faint.

Evidence from Student Work: Voice
✓ **Engaging Questions:** ○ The start is lively: *"Have you ever want go to space? Ever want to see the moon up close?"*
✓ **Matter-of-Fact Sections:** ○ Statements like *"You also have to learn about space and science"* and *"They work hard and have many adventures"* lack energy or personal touch.
✓ **Some Spark:** ○ Words like *"strange things happen"* hint at curiosity but aren't fully developed.
✓ **Limited Reader Connection:** ○ The piece doesn't address the reader much beyond the first two questions.

Word Choice: 3

The vocabulary is functional and includes some domain-specific words, but it often feels basic or imprecise. Repetition and vague phrasing limit effectiveness, and word errors sometimes weaken clarity.

Evidence from Student Work: Word Choice
✓ **Subject-Specific Vocabulary:** ○ Words like *"astronaut," "space stations," "gravity"* are on-topic.
✓ **Overuse of Simple Words:** ○ "Hard" and "get use to" appear multiple times without variation.
✓ **Vague Phrases:** ○ *"Learn about space and science"* is too general.
✓ **Errors Affect Word Choice:** ○ Misspellings like *"staitions"* and *"birds legs"* distract from clarity.

Sentence Fluency: 3

Sentences are mostly complete but lack variety and smooth flow. Repetition of patterns makes the writing feel choppy at times.

Evidence from Student Work: Sentence Fluency
✓ **Repetitive Structure:** ○ Many sentences begin with "You have to" or "Your." ○ Example: *"Your head get puffy and neck gets bigger. Thats because most of your blood is traveling to your head."*
✓ **Readable but Choppy:** ○ Short, simple sentences dominate, limiting rhythm.
✓ **Lack of Variety:** ○ Few compound or complex sentences are used.

Conventions: 2

Frequent errors in grammar, spelling, and punctuation distract from the piece and sometimes interfere with clarity.

Evidence from Student Work: Conventions
✓ **Spelling Mistakes:** ○ *"staitions"* (stations), *"birds legs"* (bird legs), *"want go"* (want to go).
✓ **Verb Errors:** ○ *"Have you ever want go to space?"* should be *"Have you ever wanted to go to space?"*; *"Your muscles gets smaller"* should be *"muscles get smaller."*
✓ **Punctuation Issues:** ○ Missing spaces after periods: *"space?Ever"*; missing commas in places.
✓ **Capitalization:** ○ Generally correct, but inconsistent spacing weakens readability.

Use of Sources: 3

The essay uses some information from the sources but does not clearly identify them or show balanced use. Details are included, but source handling is uneven.

Evidence from Student Work: Use of Sources
✓ **Some Source Information:** ○ Mentions gyms on space stations (Source 1) and body changes like puffy head and bird legs (Source 2).
✓ **No Citations:** ○ Unlike Paper A, this one doesn't use (#1) or (#2).
✓ **Uneven Use:** ○ More details come from Source 2 than Source 1.
✓ **Partial Paraphrasing:** ○ Some facts are close to source wording (e.g., muscles shrinking) without much rephrasing.