# Grade 3 – Informational Writing Work Sample: Not Yet Meeting

**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: 2

The paper shows some attempt to discuss astronauts, but the ideas are unclear, loosely connected, and only partly relevant. Many sentences drift away from the prompt, and details from the sources are largely missing or inaccurate.

| Evidence from Student Work:<br>Ideas and Content |
|---|
| ✓ **Unclear Main Idea:**<br>o The opening *"THE job of a astrnot is like, floating in a tin can out in a place wehr there is no gravity"* sets up a metaphor but doesn't clearly explain astronauts' work.<br>✓ **Off-Topic Sections:**<br>o Mentions *"meders and as-troys"* and *"astrology"* — confusing and not aligned with the sources.<br>✓ **Lack of Supporting Details:**<br>o Few facts from the sources are used.<br>o For example, *"some timse astrnots try to stop meders"* is not in the provided texts.<br>✓ **Minimal Development:**<br>o Statements are vague: *"being a astrnot is hard work, thats my apinyon."* |
| ✓ **Off-Topic Sections:**<br>o Mentions *"meders and as-troys"* and *"astrology"* — confusing and not aligned with the sources. |
| ✓ **Lack of Supporting Details:**<br>o Few facts from the sources are used.<br>o For example, *"some timse astrnots try to stop meders"* is not in the provided texts. |
| ✓ **Minimal Development:**<br>o Statements are vague: *"being a astrnot is hard work, thats my apinyon."* |

### Organization: 2

The piece has fragments of structure but lacks clear sequencing or transitions. The flow is confusing and difficult to follow.

| Evidence from Student Work:<br>Organization |
|---|
| ✓ **No Clear Beginning-Middle-End:**<br>o Ideas jump from being scared to personal opinion to scientists and robots without logical order. |
| ✓ **Weak Transitions:**<br>o No linking sentences connect ideas; instead, they shift abruptly: *"THIS is beause, I like wringing because, that's my favrot thing to do."* |
| ✓ **No Conclusion:**<br>o The writing stops without returning to the main point. |

### Voice: 2

The student's personality shows in opinion statements, but the tone is uneven and distracts from the purpose.

| Evidence from Student Work:<br>Voice |
|---|
| ✓ **Personal Opinions Present:**<br>o *"Being a astrnot is hard work, thats my apinyon."* |
| ✓ **Unclear Purpose:**<br>o The focus shifts to personal writing preferences: *"I like wringing because, thats my favrot thing to do."* This is off-task. |
| ✓ **Some Attempt at Metaphor:**<br>o *"Floating in a tin can"* shows creativity but isn't developed. |

### Word Choice: 2

Word choice is often confusing or incorrect. Attempts at descriptive language exist, but vague or misspelled words weaken clarity.

| Evidence from Student Work:<br>Word Choice |
|---|
| ✓ **Confusing Words:**<br>o *"meders and as-troys"* (likely meteors and asteroids), *"astrology"* instead of *astronomy.* |
| ✓ **Attempt at Imagery:**<br>o *"Floating in a tin can"* is vivid but not explained. |
| ✓ **Vague/Incorrect Phrasing:**<br>o *"stop meders," "sinusitis can see the moon"* show misuse of words. |

### Sentence Fluency: 2

The sentences are often choppy, incomplete, or awkwardly structured. While there are glimpses of rhythm, errors and abrupt shifts make the piece difficult to read smoothly.

| Evidence from Student Work:<br>Sentence Fluency |
|---|
| ✓ **Incomplete/Run-on Sentences:**<br>o *"Sometims astrnots are scared sometimes there not being a astrnot is hard work, thats my apinyon."* combines several ideas without correct structure. |
| ✓ **Abrupt Transitions:**<br>o Sentences jump without flow, e.g., *"THIS is beause, I like wringing because ,thats my favrot thing to do."* |
| ✓ **Uneven Rhythm:**<br>o The piece lacks varied sentence types; most are short, with occasional run-ons. |

### Conventions: 1

Frequent spelling, grammar, and punctuation errors overwhelm the piece and often make meaning unclear.

| Evidence from Student Work:<br>Conventions |
|---|
| ✓ **Spelling Errors:**<br>o *"astrnot" (astronaut), "wehr" (where), "wringing" (writing), "favrot" (favorite), "meders" (meteors), "sinusitis" (scientists).* |

| Evidence from Student Work:<br>Conventions |
|---|
| ✓ **Spelling Errors:**<br>○ *"astrnot" (astronaut), "wehr" (where), "wringing" (writing), "favrot" (favorite), "meders" (meteors), "sinusitis" (scientists).* |
| ✓ **Grammar Errors:**<br>○ *"sometimes there not"* instead of *"sometimes they're not."* |
| ✓ **Punctuation Issues:**<br>○ Missing capitals and commas, e.g., *"thats my apinyon .you may have a diffront a pinyon."* |
| ✓ **Overall Impact:**<br>○ Errors are so frequent that the reader struggles to follow the meaning. |

### Use of Sources: 1

The writing shows little evidence of using the provided sources. Most details are inaccurate, off-topic, or not tied to the source texts.

| Evidence from Student Work:<br>Use of Sources |
|---|
| ✓ **Missing Source Content:**<br>○ No mention of training, exercise bands, or body changes in space. |
| ✓ **Inaccurate Information:**<br>○ *"astrnots try to stop meders and as-troys"* is not supported by the sources. |
| ✓ **No Citations:**<br>○ No (#1) or (#2) references or list of sources. |
| ✓ **Misuse of Vocabulary:**<br>○ Words like "astrology" show confusion with the content. |