

PAWS Writing Grade 3 Released Items With Data



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Grade 3 Released Writing Prompt

Animal As Your Pet

People have different kinds of animals as pets. Think about an animal you would like to have for a pet. Write about the fun things you would do with that animal.

Each paper you will score today was written to the prompt above.

Idea Development

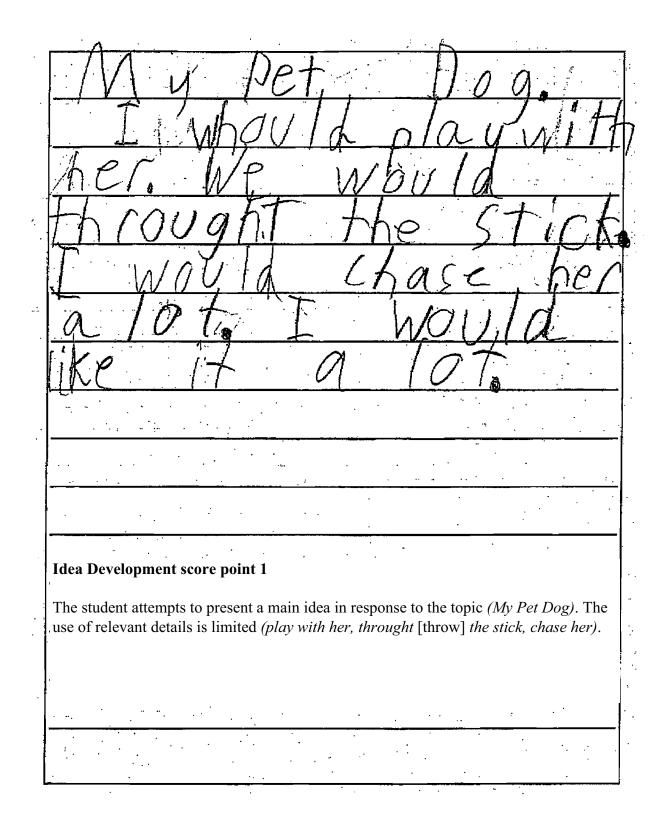
Expressive Personal Narrative

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than the Idea Development score point 2 Although implied, the response includes a main idea in response to the topic (a cat for a pet). The student uses relevant details (*play attack the plastic men, play pop the* balloons, teach him tricks from the circus). Some details presented are limited and lack description (... read books and play fetch ... teach him how to swim in the summers).

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Idea Development score point 3

The student develops a clear and focused main idea in response to the topic (*it would be a blast to have a snake*). The student uses descriptive details to enrich idea development (*I could Scare my Sister* *I would let it slither around my dog* *my cats Suzie and Spot would kill him with there sharp claws*. . . . *I could even take him for show and tell*. . . . *It would be awesome to put a mouse in his cage*).

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Organization

Expressive Personal Narrative

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Organization score point 0

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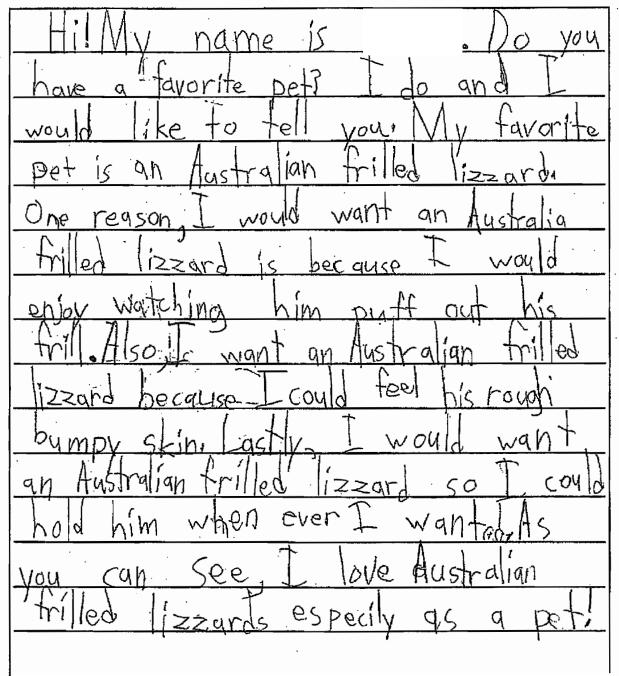
The beginning and ending of this response are unidentifiable. There is no evidence of a topic sentence and similar ideas are not grouped together (*Play a round. Go to the zoo. We would play*). The response contains several sentence fragments (*Have friends over*).

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Organization score point 1

The student presents a beginning (*I would like to have a bird*). Similar ideas are grouped together (*I would like to have a bird to take to and to teach it*... *ride my bike with*... go to school). The response consists of only one run-on sentence.



Organization score point 2

The student presents a beginning, middle, and ending. The student uses a topic sentence (*My favorite pet is an Australian frilled lizzard*) and similar ideas are grouped together. The student attempts varied sentences (*Do you have a favorite pet? I do and I would like to tell you. As you can see, I love Australian frilled lizzards especily as a pet!*), although several sentences contain repetitive phrasing (*want an Australian frilled lizzard*). Sentences are mostly correct.

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was **Organization score point 3**

The student develops an effective beginning, middle, and ending. The student uses a topic sentence (*For a pet I want* . . . *brown and white paint horse*) and effectively organizes similar ideas (*Every morning I would*, *When I would go*). The student consistently uses varied and mostly correct sentences (*The horse would be a girl. I would feed her an apple in the morning, a carrot at noon, and a bananna before I went to bed. I would also give her a treat when she did something well*).

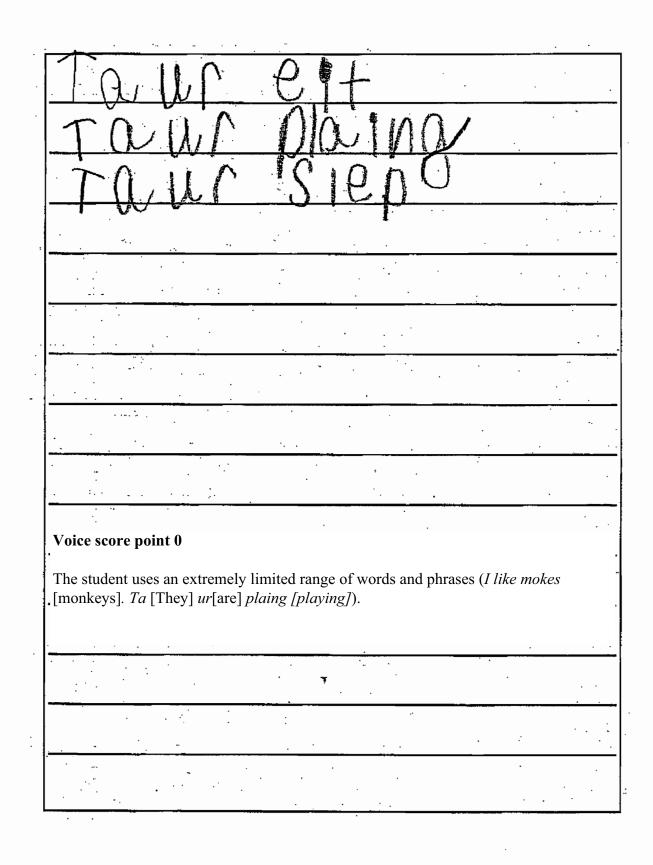
Voice

Expressive Personal Narrative

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4T lags. It has 2 big has th clain It has sh 70 TULS + ao Can ing Ó . ٠. Voice score point 1 Personal voice is limited. The student demonstrates a repetitious use of simple words

and phrases (It has 4 lags. It has 2 big teeth. . . . It hopps off of things. . . . It bit's you).

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Little kitten, it would so much fund 1P Voice score point 2 The student reveals personal voice (I wish I had a little kitten. But my dad hates cats....We are all begging my dad to get a little kitten but he says "no."). The student uses some descriptive words and phrases (little kitten, pets I have can not be held, I have no idea, begging). .

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Jd Soft. And was acorse Os ked wondfind ī -lime another ۵a Said I Said F ana OW Said ha a റ് 1000 Voice score point 3 The student uses personal voice consistently throughout the response (*I will comfert the* little farite. I would let the farite sleep in my room. . . . And if you are wondring acorse I asked. . . . I said YES! I jumpet up and down), along with a variety of descriptive words and phrases (friendly, silly, adorble, nibble my fingers, if you are wondring, acorse, thats another way of saying not today!)

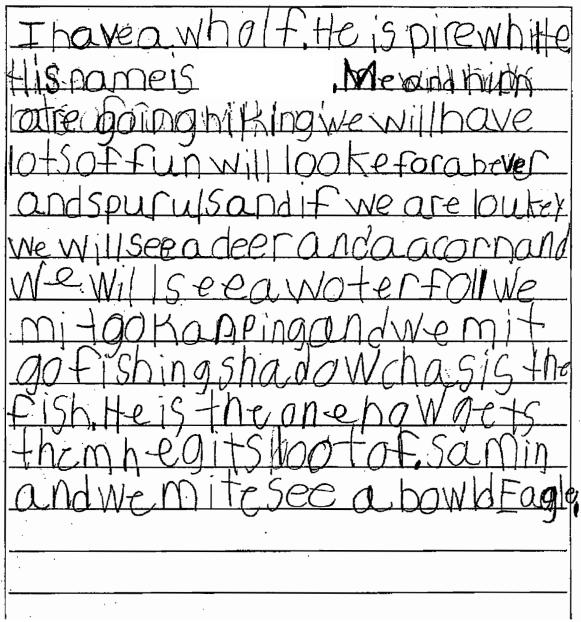
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Conventions

Expressive Personal Narrative

ith a frisber and a ball and water etp. 10 not cheilet or some d lete; boths ar encit takes both sand I autside, whith ne a GI and **Conventions score point 0** The student misspells common words (lete [let], stuf, wene [when], whith), and also demonstrates incorrect use of grade-appropriate capitalization and punctuation (wene it takes baths and I will take it outside. which me and my friends and family).

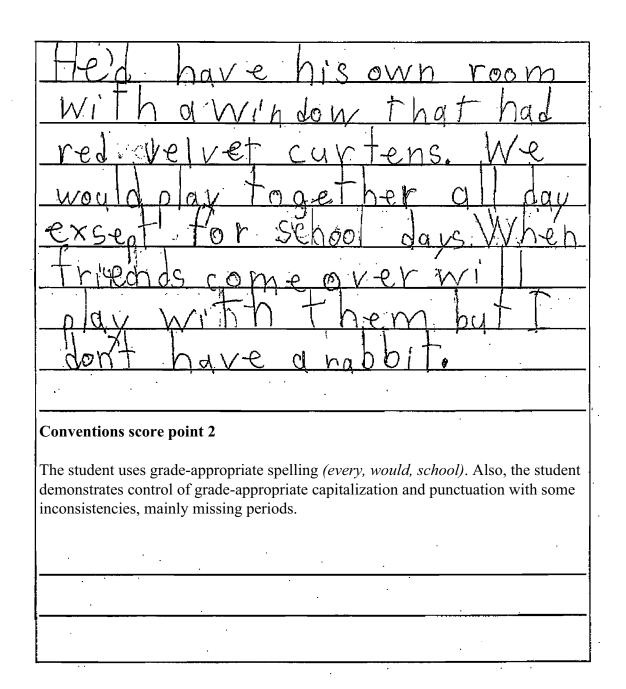
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Conventions score point 1

The student spells common words correctly (*have, will, name*), but other gradeappropriate words incorrectly (*mit* [might], *looke, woter*). The student uses limited grade-appropriate capitalization and punctuation (*We mit go kanping and we mit go fishing shadow chasis the fish. He is the one how* [who] gets them he gits loot [a lot] of. samin). Grammar and usage are grade-appropriate.

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her she woke up, she was yelling. DMARO 11 UM n some ሰ 01 VV II 70 1 mΛ **Conventions score point 3**

Despite minor errors, the student consistently uses grade-appropriate spelling (quickly, night, friends, biggest, following, attention), capitalization, punctuation (It's, mom's, don't), and grammar.