



SAWS

Writing

Grade 3

Released Items
With Data

2014

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Writing Released Items with Data

Introduction Page / Data Definitions

This Released Items with Data document provides a subset of items (writing prompts and papers) from the 2013 administration of the SAWS test. The data for an item is on the page that follows that item. Student papers, with scores and annotations, follow the item and data.

There are two main sections to this document. The first section contains the 12-point constructed response prompt and the second section contains the new prompt types, the Response to Text (RTT) two-prompt set. Scoring notes are provided before each section to help guide the user in understanding how the student response papers to these different prompt types are scored.

The following provides the definitions for the data fields on the data page.

Item Information

Item Code: Identification code assigned to the item

Title: Title of the passage the item belongs to (for the RTT passage-based set)

2012 WyCPS Domain: Reporting category of the state content standards

2012 WyCPS Standard: State content standard

Admin: The year an item is administered

Total N-count: Number of students counted as taking the test in which the item appears during the listed administration (includes item omissions)

Item Dok: The item's Depth of Knowledge designation, also called Cognitive Complexity;

- 1 - Recall and reproduction
- 2 - Skills and concepts
- 3 - Strategic and extended thinking
- 4 - Analysis and synthesis

Max Points: The maximum number of points a student response paper can receive according to the prompt type and scoring guide

Mean Score: The average of all student response scores for a given prompt

Score Analysis

Score Pt %: The percent of student response scores at each score point

Score Point Total %: Only for 12-point prompts and Analytic / Trait Scoring.

Across the top row are the four traits: Idea Development (ID), Organization (OR), Personal Voice (PV), and Conventions (CC).

In the left column are score points 3 (the max for each trait) through 0 (the minimum for each trait).

The resulting grid contains the percent of student responses that scored a particular score point for a particular trait.

The last row, the Mean Score, gives the average score of all student responses for that trait.

Item Notes: Area where user can make notes

Scoring the Analytic 12-point Constructed Response Items

In 2013, the WDE introduced operational, 12-point constructed response prompts to the Student Assessment of Writing Skills (SAWS). These prompts align with the *Wyoming Content and Performance Standards* (WyCPS) and assess Writing Standards 1, 2, or 3, depending on the type/mode of writing required (i.e., opinion/argument, informative/explanatory, narrative).

For each grade assessed (3, 5, and 7 from 2014 on), there is a writing-mode-specific, 12-point Analytic Scoring Guide. Each Scoring Guide includes score point descriptors (3-0) for four traits:

Idea Development

The writer develops the content of the message through the use of details.

Organization

The writer builds the structure to support the purpose and effectiveness of the writing.

Voice

The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.

Conventions

The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.

Scores are assigned for each of these four traits which allow teachers and parents to better understand the strengths and weaknesses of each student response. The scores of the four traits are summed to provide the total score for the 12-point item.

Scoring Guides for each grade and mode of writing are available on the WDE website.

Expository

Writing Prompt

We all have special talents. Think about a person you know who has a special talent. Write a letter to that person explaining why his or her talent is special.

Item Information	
Item Code:	VF095623
2012 WyCPS Domain:	Text Types and Purposes
2012 WyCPS Standard:	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Admin:	Total N-count:	Item Dok:	Max Points:	Mean Score:
Spring 2012	593	4	12.0	6.17

Score Analysis													
	0	1	2	3	4	5	6	7	8	9	10	11	12
Score Pt%	2	2	5	6	15	12	14	12	16	7	3	4	3
Score Point	ID	OR	PV	CC									
Total %													
Score Pt 3 %	14	9	9	9									
Score Pt 2%	44	47	38	43									
Score Pt 1%	35	38	39	41									
Score Pt 0%	7	7	14	8									
Mean Score	1.64	1.58	1.42	1.53									

Item Notes

May 8, 2012

Dear [REDACTED],

I think you have a good talent at football. I like how you jump and get the football.

You are also very fast. You might be able to do college football and get money for college.

You might even play in the NFL.

You do earn money that way. What is your favorite position to play? mine's runningback.

Do you remember when
you kicked the ball so hard it
went out of bounds?

I remember when we were at
a football game and we saw each other we
went out back and played football,

we have played alot together.

when I caught the football
once you were right behind me. I
handed it off to you and you
almost got a touchdown. Then the

time when you were the quarter
back and you dashed to the side
and chucked it to me over

[redacted]. You are one of the best
football players I've ever seen
or played with. I love play with
you. This is why your talent
is so important it can gain you
friends.

You are a great friend and
a great teammate, when it
comes to football.

Sincerely your friend,
[redacted]

This response earns a score of 3 for Idea Development. There is a clear and focused main idea in response to the topic (*I think you have a good talent at football.*) The response provides descriptive, sometimes clever details to enrich the essay (*I like how you jump and get the football. You are also very fast...You might be able to do college football and get money for college...You are one of the best football players I've ever seen or played with...This is why your talent is so important it can gain you friends.*).

This response earns a score of 3 for Organization. The writing is presented in appropriate letter format with a date, greeting, closing, and signature. The response provides a topic sentence (*I think you have a good talent at football. You are also very fast...You might be able to do college football...You might even play in the NFL...*) and groups similar ideas together throughout the essay (*Do you remember when...I remember when...Then the time when you were the quarter back and you dashed to the side...*).

This response earns a score of 3 for Voice. The response consistently uses a voice appropriate to the purpose (*I like how you jump...I remember when we were at a football game...I handed it off to you...You are a great friend...*). The response uses a variety of descriptive words and phrases (*... it went out of bounds...we went out back and played football... once you were right behind me. I handed it off to you... and you dashed to the side and chucked it to me over _____ ...*) and a sophisticated level of word choice (*talent, favorite, position, and teammate*).

This response earns a score of 3 for Conventions. Most grade-appropriate words are spelled correctly, with some exceptions (*runningback, alot, and wy*), and only a few above-grade-level words are misspelled (*favorite, position, teammate, and sincerely*). The response mostly uses appropriate capitalization (an exception: *mines runningback.*). There are a few punctuation, grammar, and usage errors, but these do not detract from the essay (*I remember when we were at a football game and we saw each other we went outback and played football...This is why your talent is so important it can gain you friends.*). Throughout the response, the sentences are varied and mostly correct.

May 8, 2012

Dear [REDACTED],

Everyone has talents but I don't know a single person who can do gymnastics like you are able to.

For one thing, you're wonderful at doing the splits. You were able to do it perfectly ever since you were six, yet I haven't even come close in the eight, almost nine, long years of my life.

Also, you can do many things related to the handstand. The way you pull your legs up over your head is unique and builds muscle. I think you're the best gymnast in your whole class.

Another, your kartwheels are nonstop. You've done so much that almost every single one you do doesn't even have one mistake. If I bet someone a million dollars that you do at least ten kartwheels a day, they would instantly lose.

Finally, you did spectacular in your gymnastics meet. One thing to congratulate you on is the routine you and your team did. You were able to show off the things you learned, and the ending was adorable! Last but not least, you were perfection on the beam. I can't believe you weren't lying

when you said that you balanced on a three to four feet high beam. Your balance and strength were perfect. I hope that someday I will be as flexible as you are.

Your Sister,



This response earns a score of 3 for Idea Development. There is a clear and focused main idea in response to the topic (*...I don't know a single person who can do gymnastics like you are able to.*). The response also skillfully uses supporting details that help enrich the main idea (*...you are wonderful at doing the splits...you can do many things related to the handstand...your cartwheels are nonstop...you did spectacular in your gymnastics meet.*). All aspects of the prompt are addressed in this response and the main idea is clearly stated and supported.

This response earns a score of 3 for Organization. The response is presented in appropriate letter format with a date, greeting, closing, and signature. The response provides topic sentences for each paragraph and groups similar ideas together (*...you can do many things related to the handstand. The way you pull your legs up over your head is unique and builds muscle...your kart wheels are nonstop. You've done so much that almost every single one you do doesn't even have one mistake.*). The response also provides transitions to connect the paragraphs (*For one thing; Also; another; Finally*).

This response earns a score of 3 for Voice. The response consistently uses a voice appropriate to the purpose (*I don't know a single person...I can't even come close...I think you're the best gymnast...If I bet someone a million dollars that you...I hope that someday I will be as flexible as you are.*). The response uses a variety of descriptive words and phrases and a sophisticated level of word choice (*...do it perfectly ever since you were six...related to the handstand...unique and builds muscles...they would instantly lose...you were perfection on the beam.*).

This response earns a score of 3 for Conventions. Most grade-appropriate words are spelled correctly, and only a few above grade-level words are misspelled (*kartwheels, congradulate*). The response uses appropriate capitalization, punctuation, grammar, and usage (*You were able to do it perfectly ever since you were six, yet I haven't even come close in the eight, almost nine, long years of my life...Finally, you did spectacular in your gymnastics meet...You were able to show off the things you learned, and the ending was adorable!*). Throughout the response, the sentences are varied and mostly correct.

May 8, 2012

Dear [REDACTED]

You are one of the best online gamers I know. You know every thing about call of duty modern Warfare 3. You find all the secrets and the best hiding spots. Your good at taking down Helicopters and snipers with a pistol or knife. Do you know how to use a light for your gun. Did you know there is a gas level and you have to put on gas masks. Have you found the president or not. Do you know if Nickali dies. You rock at cod mw3.

You rock at four You know how to tackle guys You can sack a guy with the ball in your hands and get up and not be down. You know how to pass the ball far. You can get interception You are good at running the ball in to the touchdown zone. You can strip the ball. You are good at four.

Have you beat tomb raider, Do you know how to kill the sharks? Did you know her real name is lara croft. Who are you after in tomb raider. I bet you beat tomb raider.

What is zombie black ops is it fun. Is it hard or not. What is the best gun is it dual pistols or not. I think I know what zombies is. Do you like black ops.

From


This response earns a score of 2 for Idea Development. The response presents a main idea in response to the topic (*You are one of the best online gamers I know.*). The student uses relevant details to enrich idea development (*You know every thing about Call of duty modern Warfare 3. You find all the secrets...You rock at tour You know how to tackle guys...*).

This response earns a score of 3 for Organization. The response is presented in appropriate letter format and includes a date, greeting, closing, and signature. The response provides a topic sentence and effectively organizes similar ideas (*You find all the secrets and the best hiding spots. Your good at taking down Heilcopters and snipers...You know how to pass the ball far. You can get interseption. You are good at running the ball in to the touchdown zone...*).

This response earns a score of 3 for Voice. The letter consistently reveals a personal voice appropriate to the purpose (*You are one of the best online gamers I know...You rock at tour...Did you know her real name is lora croft...I bet you beat tomb raider.*). The response also uses a variety of descriptive words and phrases (*one of the best; You know every thing; Your good at; you have to put on gas masks; sack a guy; pass the ball far; You can strip the ball.*).

This response earns a score of 2 for Conventions. The response uses mostly grade-appropriate spelling (an exception: *every thing*) with a few words above grade-level that are misspelled (*Heilcopters* and *interseption*). The response uses grade-appropriate capitalization. However, punctuation, grammar, and usage is not consistent (*Your good at taking down...You rock at tour You know how to tackle guys You can Sack a guy with the ball in your hands and get up and not be down.*). The response uses varied and mostly correct sentences.

May 8, 2012

Dear [REDACTED],

1) Everybody has a special talent so I thought I'd write this letter to you to tell you also have a special talent, Gymnastics.

First of all I think your talent is special because God gave you that talent as a gift. Not very many people have the ability to do gymnastics.

The second reason I think your talent is special is because you choosed to do it and you at least tryed. You lisend and everything.

The third reason I think your talent is special is because your good at it. You can do the splits all the way down, do bridges, rockers, and plenty mone stuff.

I enjoyed telling you that you have a special talent.

Sincerely,

[REDACTED]

This response earns a score of 2 for Idea Development. The response presents a main idea in response to the topic (*...so I thought I'd write this letter to you to tell you also have a special talent, Gymnastics.*). The response includes relevant details to support the main idea (*your talent is special because God gave you that talent as a gift; The second reason I think your talent is special is because you choosed to do it; your talent is special because your good at it; You can do splits all the way down, do bridges, rockers, and plenty more stuff.*).

This response earns a score of 2 for Organization. The response is presented in the correct letter format with date, greeting, body, closing and signature. The response has similar ideas grouped in paragraphs each with a topic sentence (*First of all I think your talent is special because; The second reason I think your talent is special; The third reason I think your talent is special*).

This response earns a score of 2 for Voice. The letter reveals the writer's personal voice appropriate to the purpose (*because God gave you that talent as a gift; Not very many people have the ability to do gymnastics; and you at least tried; the splits all the way down; I enjoyed telling you that you have a special talent.*). The response also uses descriptive words and phrases (*a special talent; not very many people; at least you tried; your good at it; I enjoyed telling you*).

This response earns a score of 2 for Conventions. The response uses grade appropriate spelling (*Everybody; least; bridges; because*). The response uses grade-appropriate capitalization and punctuation: each sentence begins with capital and ends with period, and commas are used correctly in greeting, closing and in series of nouns. Grammar is grade-appropriate, but not used consistently (*choosed; your talent is special; your good at it*). The writer attempts to use varied sentences. Each paragraph begins with a compound sentence and then has a sentence with a simple verb as support.

Dear [REDACTED],

I think you have these special talents for your job. First, you can build homes really good. Second, you are good at oil wells taking the oil out of them. Third, you can fix pipes. Fourth, you are good at fixing homes. Fifth, you can fix cranes. Last, you are good at helping others that need help. That is what I think you have for a talent at your job.

This response earns a score of 2 for Idea Development. The response presents a main idea in response to the topic. (*I think you have thease special talents for your job*). The response uses several relevant details to support the main idea (*you can build homes realy good; good at oul wells; takeing the oul out of them; fix pipes; fixing homes; can fix cranes; good at helping outhers*). However, the response does not use supporting, descriptive details to enrich the development of the ideas presented.

This response earns a score of 1 for Organization. The response attempts to use letter format that includes an inside address and greeting but lacks a date and signature. The response consists of one paragraph that begins with a topic sentence (*I think you have thease special talents for your job*). Transitions are present, but the supporting details are unconnected (*First, you can build homes realy good. Second, you are good at oul wells takeing oul out of them. Third, you can fix pipes. Fourth, you are good at fixing homes...*), and the response does not make the connection of the ideas listed to the unnamed job. There is no evidence of grouping similar ideas.

This response earns a score of 1 for Voice. The letter reveals limited voice in the letter (*I think you have...That is what I think you have for a talent at your job*.) Although the talents are listed, the response demonstrates little variation in word choice and is repetitious. (*First, you can; Second, you are good at; Third, you can; Fourth, you are good at; Fifth, you can*).

This response earns a score of 2 for Conventions. The response uses grade appropriate spelling, but not consistently (*thease; realy; oul; takeing; outhers*). The capitalization and punctuation are grade appropriate (*Dear _____; First, ; Last,*). Grammar and usage is mostly grade appropriate, and sentences are mostly correct as written (*Second, you are good at oul wells takeing the oul out of them*).

Dear [REDACTED]

your driving is good on your car I liked that drift you did on Saturday. It was cool! The first thing is that I wish that I could drive it it looks fun but rusty has good brakes and good windows. The second thing is that the wheels are full of air and its tuff but the car can't brake fast. The third thing is that you can probably win and you need the bumps so you can ramp and get done faster the controls are hard and easy. That's how [REDACTED] driving is good on his car.

Sincerely,

[REDACTED]

This response earns a score of 1 for Idea Development. The response attempts to present a main idea in response to the topic (*your driving is good on your car...*) and also provides limited use of relevant details to support the main idea (*...I liked that drifed you did on Saturday. It was cool...that's how _____ driving is good on his car.*). Much of the response lapses into a description of the car itself rather than the talents of its driver.

This response earns a score of 1 for Organization. The response makes an attempt at letter format by including a greeting, closing, and signature, but lacks a date. Similar ideas are grouped together (*...I wish that I could drive it it looks fun barly rusty has good brackes and good windows.*). While the response also attempts to use transitions between ideas (*The first thing is; The Second thing is; The third thing is...*), the transitions do not actually support a logical progression of thought.

This response earns a score of 1 for Voice. The response reveals a limited personal voice (*I liked that; It was cool; I wish I could dryive it it looks fun*). Also, there is little variation in word choice (*I liked that; The first thing is that I wish that; the Second thing is that; The third thing is that; that's how*).

This response earns a score of 1 for Conventions. The response spells common words correctly but other grade-appropriate words incorrectly (*drifed, dryive, brackes, brobly*). Although there is some grade-appropriate punctuation, there is limited control of grade-appropriate grammar and usage (*The first thing is that I wish that I could dryive it it looks fun barly rusty has good brackes and good windows... The third thing is that you can brobly win and you need the bumps so you can ramp and get done faster the contrals are hard and easy.*). Run-on sentences are present throughout the response.

Wone time
my dad song and
he did his gutor the
song he song was
rok me momo like a
wagen weal. It was cool
there where lots of
peppe there. it was
for I even saw my
grand mow. In conclusion
I went to woch agen.

This response earns a score of 1 for Idea Development. The writing attempts to present a main idea in response to the topic, but ends up being a narrative about someone (*Wone time my dad song and he did his gutor*). The response has limited details relevant to the assigned topic, i.e. addressing a person directly about his/her talents (*the songe he song was rok me momo like a Wagen weal; it was cool*).

This response earns a score of 0 for Organization. The prompt elicits a letter and no letter format is identifiable. The response does not show evidence of a topic sentence with a grouping of similar ideas (*Wone time my dad song and he did his gutor; It was cool there where lots of pelppe there. It was for I even saw my grand mouw.*).

This response earns a score of 1 for Voice. The letter reveals limited voice (*my dad song; It was cool*). The word choice varies little, though not repetitive. (*In conclushon I wont to woch agen.*).

This response earns a score of 0 for Conventions. Common grade three words are misspelled (*Wone, rok, wagen weal*). The response demonstrates incorrect use of grade-appropriate capitalization and punctuation throughout (*and he did his gutor the songe he song was ...; pelppe there. it was for I even saw...*). The response includes sentences that are run-on (*Wone time my dad song and he did his gutor the sone he song was rok me momo like a wagen weal.*).

a blue color there
is one think that
he does to the yoda
make a is that he
make the triangle and
it. that he is all ya +
about his thick. + know

This response earns a score of 0 for Idea Development. There is no response to the topic and the main idea is unclear (*a blue coler. There is one think that he does to the yoyo...*) and the details are consistently irrelevant to the assigned topic (*I know is that he makes a trianl and make the yoyo trow it.*).

This response earns a score of 0 for Organization. No letter format is identifiable, nor does the sample appear to address someone directly. Although yoyo is mentioned twice (*...he does to the yoyo...make the yoyo trow it*), the support is unclear. There is no evidence of a topic sentence. Although an attempt at a conclusion is present (*That is all I know about his tricks.*), its relation to the rest of the writing is tenuous.

This response earns a score of 0 for voice. The narrative is flat and lifeless and uses an extremely limited range of words (*There is one think; I know is; I know about*) and uses words incorrectly (*There is one think that he does...*).

This response earns a score of 0 for Conventions. The response misspells common words (*coler and trow*) and demonstrates incorrect use of grade-appropriate grammar and usage throughout. Although, the response does begin two sentences with a capital letter and ends them with a period, of the three sentences written, one is a run-on (*There is one think that he does to the yoyo I know is that he makes a trianl and make the yoyo trow it.*) and the other is incomplete (*a blue coler*).

Scoring the Grade 3 Opinion/Response to Text Items

To more closely align the Student Assessment of Writing Skills (SAWS) with the 2012 Wyoming standards, and to meet statutory requirements that one operational prompt each year be a response to text (RTT), the WDE will field test grade 3 opinion prompts in 2014 which ask the student to read a short text and then write an essay that provides the student's opinion on the topic presented in the text. This style of item will assess Grade 3 Standard 1:

Write opinion pieces on topics or texts, supporting a point of view with reasons.

The stimulus text can be literary, informational, or functional and is provided with the prompt. Following the prompt in the test book will be one and a half lined pages for the student response.

The student responses can receive a maximum of 8 points and are scored with a holistic scoring guide that can be found on the WDE website. It is important to note that the grade 3 holistic scoring guide and the grades 5 and 7 holistic scoring guides are different and should not be used interchangeably. Important differences between the item types include the amount of stimulus material and the focus of the prompts themselves. Grade 3 stimuli are shorter and designed to elicit an opinion, and the focus of the prompts is on opinion writing and providing reasons; however, in grade 5 and 7 the student is asked to cite particular textual evidence in accordance with writing standard 9 at those grade levels.

Below is a segment of the grade 3 holistic scoring guide for the 8-point items.

The 8-point paper (a) clearly states an opinion on the issue or topic raised in the stimulus/prompt; (b) thoroughly and sufficiently responds to the issue or topic and offers relevant reasons, with specific details, that support the opinion; (c) is effectively organized; (d) uses precise, descriptive language and a variety of sentence types; (e) reveals an engaging and identifiable voice; and (f) contains few errors in the conventions of the English language.

The 6-point paper (a) states an opinion on the issue or topic raised in the stimulus/prompt; (b) sufficiently responds to the issue or topic raised in the stimulus/prompt and offers relevant reasons, with some details, that support the opinion; (c) is organized; (d) uses some descriptive language and provides a variety of sentence types; (e) reveals an identifiable voice; and (f) may contain some errors in the conventions of the English language.

The Grade 3 scoring guide defines score points only at the 2-, 4-, 6-, or 8-point levels. These scoring bands assure high accuracy and consistency. By limiting the raters to the 2-, 4-, 6-, and 8- score points, the student responses are more solidly placed. A student response judged to be evenly split between two score points will be given the higher score point.

The section that follows includes a released 8-point, opinion/RTT passage and prompt for grade 3. **Since this item-type is being field-tested for the first time in Spring 2014, there are no student responses or data to provide.**

Baseball with Seth

1 "Hey, Jack! Are you coming over to play baseball?" Seth asked as we
got off the school bus.

2 "Umm, I guess so," I said.

3 "Great! See you later!" Seth dashed to his house, but I dragged my
feet toward my house.

4 Seth and I have been neighbors and best friends since forever. We
played baseball after school every day. Baseball was my favorite sport, and
Seth was a lot of fun. The trouble was that I enjoyed doing other things
too. The only thing Seth liked to do was play baseball.

5 Some of the activities I liked had nothing to do with sports.
Sometimes, I enjoyed lying on my bed and reading. Other times, I liked to
sit outside and draw. Playing baseball with Seth was fun, but it was just as
much fun to read or draw all by myself. I did not have time to do those
things anymore. How could I tell my best friend I did not want to play with
him every day?

6 I had been trying to tell Seth for weeks, but every time I opened my
mouth to say it, I said something else. Then we would play baseball, just
like always. Seth was so nice. What if I hurt his feelings?

7 That afternoon, Seth and I had a great time playing catch with the
baseball. Even so, I kept thinking about my library book on my desk. Then
I started imagining my notebooks and pencils at the bottom of my closet. I
could not keep from feeling bad.

8 As I turned to go home for dinner, Seth called, "See you tomorrow.
Right, Jack?"

9 I took a deep breath. I looked at Seth and said, "Actually, I can't come
over tomorrow. I have something else I want to do." I explained everything
to Seth. I just hoped he would understand.

WYW23P04

Opinion

Writing Prompt

In the story, Jack finally tells Seth he does not want to play baseball with him every day. Do you agree or disagree with what Jack did? Write an opinion essay about why you agree or disagree. Give two reasons to explain why you feel this way.

