



DEPARTMENT OF EDUCATION

SAWS

Writing

Grade 3

Released Items
With Data

2015

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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 2014 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 Response to Text (RTT) prompt. 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 several definitions for the data fields related to writing on the data page.

Item Information

Item Code and External ID: Identification codes assigned to the item

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

Skill: Skill being assessed by the specific prompt

2012 WyCPS Strand: Reporting category of the state content standards

2012 WyCPS Skill: State content skill

2012 WyCPS Standard: State content standard

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

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)

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.

Narrative

Writing Prompt

Spending time with a friend can be fun. Think about a time when you and a friend had fun together. Write about what you did and why it was fun.

Item Code:	VF095636	External ID:	WYW13009
Passage Accnum:		Passage Ext. ID:	Pair Ext. ID: N/A
Title:			
Prompt Type:	Writing		
Skill:	W.3.a Personal Narrative		
2012 WyCPS Strand:	Writing		
2012 WyCPS Skill:	Text Types and Purposes		
2012 WyCPS Standard:	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
Item Dok:	4	Item PLD:	Proficient

Admin:	Spring 2014	Item Use:	OP	Total N-count:	7313	Rasch Diff:							
Form:	WR3	Item Type:		Mean Score:	6.985	Fit Flag:							
Item Seq:	2	Max Points:	12.0	Item Corr:		Flags:							
Score Analysis				Dif Summary									
Score Point	ID	OR	PV	CC	Inv	Omit	Group	Dif Category					
Total %							Gender						
Score Pt 3 %	17	14	15	12			Hispanic						
Score Pt 2%	53	50	45	44			Native American						
Score Pt 1%	29	34	38	41			Asian						
Score Pt 0%	0	2	2	4									
Mean Score	1.868	1.766	1.72	1.631									
	0	1	2	3	4	5	6	7	8	9	10	11	12
Step Value													
Score Pt%	0	1	1	1	18	8	12	13	24	5	4	4	7

Item Notes

One afternoon, I was sitting in the backyard grass bored out of my mind. Then all of the sudden [redacted] came outside and said

"You can probably go to [redacted] house?"

[redacted] is my best friend who lives a block away from me. I raced inside, out the front door, I grabbed my bike, and raced through the neighborhood on my bike.

Once I got there, I raced up the stairs and knocked really loud on his door. A voice said "Who is it?"

[redacted] I said quickly,

The door flung open. It was [redacted]. We went inside.

"Why haven't I've seen you for a while?" says [redacted]

"Where have you been this summer?" asks [redacted]

"Mostly I have been at Glendolake for family vacations." I say,

"That's a bummer because I've been knocking on your door every day."

When I got my shoes off, [redacted] (mom) told me to give her a hug (she thought

of me a son). [redacted] and me went to his room, and tried to find the new video game he mentioned. Also we tried to find the controllers too, and once we found the video game we played it on the X-box in the living room. (He beat me about 5 times)

Finally it was lunch, and we ate peanut butter and jelly sandwiches. That was delicious. After that we went to ride our bikes out front. Our friends did tricks like the no handed jbalancing (where you put one foot on your seat and your other up behind you), and other things. [redacted] came out and said

"It's fine if you go to the town park and play for a little."

Me and [redacted] raced our bikes to the park.

When we got there, we went to the jungle gym and slide first. On that thing we took turns on all of the obstacle. Next, we went to the playground and swung on the monkey bars and climbed up the slides and played tag. For the last few minutes we rode our bikes on circle around the park.

At dawn, we returned and it was time for me to go home. How I said goodbye was not happily, but [REDACTED] had an idea he said we could call [REDACTED] and see if I could spend the night. His Mom called, and [REDACTED] said yes. So I went home and grabbed my stuff. Man I was happy I spent the night with him watching little man. The night was cheerful and it was all because of me spending time with my friend.

The response earns a score of 3 for Idea Development. The essay develops a clear and focused response to the topic (*_____ is my best friend who lives a block away from me; Once I got there, I raced up the stairs; it was all because of me spending time with my friend*). The writing provides descriptive details that enrich idea development (*The door flung open. It was _____. We went inside; once we found the video game we played it on the x-box in the living room; and We ate peanut butter and jelly sandwiches; did tricks like the no handed j balareina; went to the jungle gim and slide first; swung on the monkey bars and climmed up the slides and played tag; I spent the night with him*).

The response earns a score of 3 for Organization. The narrative develops an effective beginning (*One afternoon, I was sitting in the backyard grass bored out of my mind. Then all of the sudden _____ came outside and said “You can probably go to _____’s house.”*), middle (*Once I got there, I raced up the stairs and knocked really loud on his door; _____ and me went to his room, and tried to find the new video game; Finally, it was lunch; After that we went to ride our bikes out front*) and ending (*The night was cheerful and it was all because of me spending time with my friend*). Similar ideas are effectively organized throughout the response (*_____ and me went to his room, and tried to find the new video game he mentioned; Finally it was lunch, and We ate peanut butter and jelly sandwiches; Me and _____ raced our bikes to the park*).

The response earns a score of 3 for Voice. The narrative consistently reveals personal voice appropriate to the purpose (*“Where have you been this summer?” asks _____. “Mostly I have been at Glendo lake for family vacations.” I say; How I said good-bye was not happily, but _____ had an idea he said we could call _____ and see if I could spen the night*). The response uses a variety of descriptive words or phrases (*bored out of my mind; i grabbed my bike, and raced through the neiborhood; The door flung open. It was _____; How I said good-bye was not happily*). Effective use of dialogue also reveals voice (*“That’s a bummer because I’ve been knocking on your door every day.”*). In addition, parenthetical details promote an individual and compelling use of voice (*When I got my shoes off, _____ (_____'s Mom) told me to give her a hug (she thought of me a son)*).

The response earns a score of 3 for Conventions. The response uses grade-appropriate spelling consistently (*afternoon, vacations, mentioned, controllers, obstacle, happily*) with only a few misspellings (*really; climmed, gim [gym]*). The narrative uses grade-appropriate capitalization and punctuation consistently (*“Where have you been this summer?”; “It’s fine if you go to the town park and play for a little”; When we got there, we went to the jungle gim and slide first*). The response also uses grade-appropriate grammar and usage consistently. The sentences are varied and mostly correct (*Finally it was lunch, and we ate peanut butter and jelly sandwiches. That was delicious! After that we went to ride our bikes out front*).

One Saturday morning [REDACTED], my friend since preschool, and her mom were picking us up to go to the rec center.

My brother heard the word swimming and said, "Me go swimming too. Me go swimming too."

So my mom pumped up a little pool to swim in while me and [REDACTED] went swimming at the rec center. Before we went swimming we stayed at [REDACTED] house for twenty minutes.

We were at the rec center for two hours. We went through the lazy river underwater. The water was pushing us along and we were trying to go backwards. We saw her little baby brother [REDACTED] splashing at the very start of the pool. We went down the big slide that goes outside and when we hit the bottom of the slide it dumped us both underwater. We went diving for rings that [REDACTED] mom brought for us. [REDACTED] was the fastest. We played hide and seek underwater. [REDACTED] was the best hider.

After going swimming we went to [REDACTED] house to play dress-up and fashion show. Some of her mom's shoes that she doesn't like

we used for the fashion show. Then we played with her bunny [REDACTED]. We watched the movie "Spiderwick Chronicles". It was funny and scary. After that we ate lunch. Lunch was tomato soup and grilled cheese. We also had ice cream and Oreos.

Then we went to my house to play. We played with my bunnies. [REDACTED] hopped on my back, then hopped on [REDACTED] back. Then he pretended to attack me. After playing with the bunnies we watched "Aliens in the Attic." It was a funny, creepy movie. We played in the backyard on the swingset. We flipped over the canoe to pretend we were stranded on a boat in the middle of the ocean. Our dinner was at six o'clock and we had chili and corn bread. We still had an hour to play so we played farm with dead tomatoes, raspberries, crab apples, mint, poppy flowers and strawberries.

After that [REDACTED] mom came to pick up [REDACTED]. Our mom's started talking while we played with our little brothers together.

After [REDACTED] left, I watched a couple shows. It was 8:30 and I had a bedtime snack and went to bed.

The response earns a score of 3 for Idea Development. The response develops a clear and focused main idea in response to the topic (*One Saturday morning _____, my friend since preschool, and her mom were picking us up to go to the rec center*).

Descriptive details enrich the idea development (*My brother heard the word swimming and said, "Me go swimming too. Me go swimming too"; We went through the lazy river under water. The water was pushing us along and we were trying to go backwards; We went diving for rings that _____'s mom brought for us; Some of her mom's shoes that she doesn't like we used for the fashion show; We still had an hour to play so we played farm with dead tomatoes, raspberries, crab apples, mint, poppy flowers and strawberries*).

The response earns a score of 3 for Organization. The response displays an effective beginning (*my friend since preschool, and her mom were picking us up to go to the rec center*), middle (*We were at the rec center for two hours; After going swimming we went to _____'s house*), and ending (*After _____ left, I watched a couple shows; went to bed*). Topic sentences are used effectively to organize similar ideas (*We were at the rec center for two hours; After going swimming we went to _____'s house to play dress-up and fashion show; Then we went to my house to play; After that _____'s mom came to pick up _____*).

The response earns a score of 3 for Voice. The response consistently reveals personal voice appropriate to the purpose (*My brother heard the word swimming and said, "Me go swimming too. Me go swimming too"; We went through the lazy river under water; After going swimming we went to _____'s house to play dress-up and fashion show; We flipped over the canoe to pretend we were stranded on a boat in the middle of the ocean*). A variety of descriptive words and phrases are used (*my friend since preschool; water was pushing us along; splashing; dumped us both under water; fastest; best hider; fashion show; funny creepy movie; stranded*).

The response earns a score of 3 for Conventions. The essay uses grade-appropriate spelling consistently (*morning; preschool; swimming; pumped; minutes; backwards; fashion; Chronicles; pretended; hopped, Aliens; chili; raspberries; strawberries; together*). The rules of capitalization and punctuation are used consistently with names and other proper nouns capitalized (*"Spiderwick Chronicles"; "Aliens in the Attic"*). Grade-appropriate grammar and usage is consistently demonstrated, and there are correct and varied sentences (*The water was pushing us along and we were trying to go backwards; We went down the big slide that goes outside and when we hit the bottom of the slide it dumped us both under water; After playing with the bunnies we watched "Aliens in the Attic"*).

One day I went to [redacted] house for a sleepover and we went to the Rec Center for a while. We first went to the basketball court to shoot hoops, then we ate from the vending machine, and then we went to the racketball court we ran into a teenager on the way there he told us to chuck the ball at the wall in the racketball court and drop to the floor so we tried it and [redacted] ended up with a ball to the back!

When we got to [redacted] house we went straight up to [redacted] room and listened to music by Eminem, Lil Wayne and Skrillex.

Finally, there are the brothers they kept on hugging me which was the annoying part, then when we had dinner which was

pizza with Anchovies and they were picky about the Anchovies, but it was fun to try to keep them out of [redacted] room.

In conclusion I had a lot of fun.

The response earns a score of 2 for Idea Development. The narrative presents a main idea in response to the topic (*One day I went to _____'s house for a sleepover*) and uses relevant details (*we went to the Rec Center; went to the basketball court to shoot hoops, then we ate from the vending machine; he told us to chuck the ball at the wall in the racketball court; listened to music by Eminem, Lil Wayne and Skrillex; then we had dinner which was pizza with Anchovies*).

The response earns a score of 2 for Organization. The response presents a beginning (*One day I went to _____'s house for a sleepover and we went to the Rec Center for a while*), middle (*When we got to _____'s house we went straight up to _____'s room*), and an ending (*In conclusion I had a lot of fun*). The response uses a topic sentence (*One day I went to _____'s house for a sleepover*), and similar ideas are grouped (*We first went to the basketball court to shoot hoops, then we ate from the vending machine, and then we went to the racketball court we ran into a teenager on the way there he told us to chuck the ball at the wall*).

The response earns a score of 2 for Voice. The narrative reveals personal voice appropriate to the purpose (*_____ ended up with a ball to the back; Finally, there are the brothers they kept on hugging me which was the annoying part, then when we had dinner which was pizza with Anchovies and they were picky about the Anchovies*) and uses descriptive words or phrases (*basketball court; shoot hoops; vending machine; racketball; chuck the ball; drop to the floor; listened to music; Eminem, Lil Wayne and Skrillex; kept on hugging me; pizza with Anchovies*).

The response earns a score of 2 for Conventions. The response uses grade-appropriate spelling (*sleepover, basketball, vending, machine, annoying*) with one misspelling (*kept [kept]*). The response uses grade-appropriate punctuation (*One day I went to _____'s house for a sleepover and we went to the Rec Center for a while*), displays grade-appropriate grammar and usage (*_____ 's house; When we got to _____'s house we went straight up to _____'s room and listened to music by Eminem, Lil Wayne and Skrillex*). Capitalization is grade-appropriate (*Eminem, Lil Wayne and Skrillex*). The response attempts to use grade-appropriate grammar and usage (*When we got to _____'s house we went straight up to _____'s room; Finally, there are the brothers they kept on hugging me which was the annoying part; In conclusion I had a lot of fun*). Sentence variety is attempted although some run-on sentences occur (*we ran into a teenager on the way there he told us to chuck the ball at the wall; Finally, there are the brothers they kept on hugging me which was the annoying part, then when . . . trying to keep them out of _____'s room*).

Come on lets go
already, come on! I can't wait!
To begin, [REDACTED] came up
the mountains with her family
and I went with my family.
My Grandma was there too!
All my closes family was
up at the camp ground to
together. [REDACTED] is my best
friend and she came up to the
mountains and spent the night
with me! That night we went
into the camper and
got ready for bed. My
favorite part of a sleep
over is going to bed and
telling storys. [REDACTED] told
some really good ones.
She told some funny ones

and some ~~scary~~ ones. I got too scared so we had to go to sleep!!! The next morning we had breakfast and played around! Then it was time to leave. Me and [REDACTED] were having lots of fun!

In conclusion, I think spending time with friends is very important!!!

The response earns a score of 2 for Idea Development. The response presents a main idea in response to the topic (*To begin, _____ came up the mountain's with her family and I went with my family*) and uses relevant details (*All my closes family was up at the camp ground together. _____ is my best friend; My favorite part of a sleep over is going to bed and telling storys*).

The response earns a score of 2 for Organization. The response presents a beginning (*To begin, _____ came up the mountain's with her family and I went with my family*), a middle (*_____ is my best friend and she came up to the mountains and spent the night with me*), and an ending (*In conclusion, I think spending time with friends is very important*). A topic sentence is used (*_____ came up the mountain's with her family and I went with my family*), and similar ideas are grouped (*My Grandma was there too; That night we went into the camper; My favorite part of a sleep over . . . is telling storys; Me and _____ were having lot's of fun*).

The response earns a score of 2 for Voice. The response reveals a personal voice appropriate for the purpose (*Come on lets go already, come on! I can't wait; My Grandma was there too; She told some funny ones and some scary ones; I think spending time with friends is very important*) and uses descriptive words and phrases (*I can't wait; All my closes family; My favorite part; _____ told some really good ones. She told some funny ones and some scary ones. I got too scard so we had to go to sleep*).

The response earns a score of 2 for Conventions. The response uses grade-appropriate spelling (*already; mountains; family; friends; favorite; conclusion*) with some misspellings (*closes [closest]; storys [stories]; scard [scared]; brekfest [breakfast]*). Grade-appropriate capitalization and punctuation are used (*Come on lets go already, come on; To begin, _____ is my best friend; Me and _____ were having lot's of fun*), but there is incorrect usage of apostrophes (*lets; mountain's; wen't; lot's*). The response uses grade-appropriate grammar and usage (*_____ is my best friend and spent the night with me; My favorite part of a sleep over is going to bed and telling storys; I think spending time with friends is very important*) with some grammar and usage errors (*All my closes family was up at the camp; Me and _____ were*). Varied sentences are used as well (*To begin, _____ came up the mountain's with her family and I went with my family; That night we went into the camper and got ready for bed; The next morning we had brekfest and played around; In conclusion, I think spending time with friends is very important!!!*).

friends

5/8/12

I remember when me and my friends were playing outside on playground.

We were playing not-it on the playground and one of my friends got tad.

I said Who's it and one of my friends said that she was it.

I seen her coming up the steps so I ran as fast as I could but I got tad so I was it.

It was lunch time so I ran as fast as I could I was first in line.

That was my first time

m

being first in line and
my friends rare ritre behind
me in line.

All of the girls went
in first all of the boys
went in last

At the end of the
day we playd it agin.

It was fun, fun, fun.

The response earns a score of 1 for Idea Development. The response attempts to present a main idea in response to the topic (*I remeber when me and my friends were playing outside on playground*). There is a limited use of relevant details (*playing not-it; one of my friends got tad; siad that she was it; first in line; girls went in first; boys went in last; It was fun, fun, fun*).

The response earns a score of 1 for Organization. The response provides a beginning (*I remeber when me and my friends were playing outside on playground*), middle, and brief ending (*At the end of the day we playd it agin. It was fun, fun, fun*). Some similar ideas are grouped together (*We were playing not-it; I siad Who's is it; I seen her comeing up the steps; It was luch time So I ran as fast as I could*).

The response earns a score of 1 for Voice. The response reveals limited personal voice appropriate to the purpose (*So I ran as speedy as I could; It was fun, fun, fun*). There is little variation in word choice with repetitious use of simple words (*playing, on the playground, was it, seen her, was first, I siad, I seen her, I ran*).

The response earns a score of 1 for Conventions. The response spells common words correctly (*playing, playground; first*) but other grade-appropriate words are misspelled (*remeber [remember]; tad [tagged]; siad [said]; comeing [coming]; luch [lunch]; rite [right]*). Limited use of grade-appropriate capitalization and punctuation is demonstrated (*It was luch time so I ran as fast as I could I was first in line*). The writing reveals limited control of grade-appropriate grammar and usage (*who's is it; I seen her comeing*). Sentences are simple and lack variety (*We were playing not-it on the playground and one of my friends got tad; I siad who's is it and one of my friends siad that she was it*).

I spend my fun time when I play with [REDACTED]. We usually play tag. It was fun because I got to learn more about [REDACTED]. He was a good friend better than anyone. And sometimes we try to get more people but when we join other people. And were glad we were born. He wishes I was born and I wish he was born. I like the way he is. I don't care about his color. I'm just glad I have a friend a good friend. Later that day we were in 3rd grade with a nice teacher and the best teacher in the whole wild world and she is really good at math Mrs. [REDACTED]. So when it was lunch recess me and [REDACTED] played a different game hide and seek. But when the bell rang we went inside and it was

time to go home. Me and [REDACTED]
hate to go home because we
want to stay with Mrs. [REDACTED]
and go to recess and play
with each other!

The response earns a score of 1 for Idea Development. The narrative attempts to present a main idea in response to the prompt (*I spend my fun time when I play with _____*). The response uses limited relevant details (*It was fun Becuase I got to learn more about _____; hide and seek; and go to recess and play with echother*).

The response earns a score of 1 for Organization. The response presents a beginning (*I spend my fun time when I play with _____*), but there is no formal ending. Similar ideas are not always grouped (*And were glad we were born; Later that day we were in 3rd grade with a nice teacher and the best teacher in the whole wild world*), and transitions are not used to introduce new ideas.

The response earns a score of 1 for Voice. The narrative reveals limited personal voice appropriate to the purpose (*He wishes I was born and I wishe he was born. I like the way he is I don't care about his coler; Me and _____ hate to go home becuase we wont to stay with MRS. _____*) and uses simple words and phrases (*I play; we try; we join; But when the bell rung we went; we wont; go to recess and play with echother*).

The response earns a score of 1 for Conventions. The response spells common words correctly (*spend; learn; about; sometimes; people*), but other grade-appropriate words incorrectly (*usaly [usually]; because [because]; friend [friend]; wishe [wish]; coler [color]; realy [really]; wont [want]*). The response uses limited grade-appropriate capitalization and punctuation, with several sentences lacking correct end punctuation, resulting in run-on sentences (*We usaly play tag It was fun because I got to learn more about _____; And sometime's we try to get more people but when we join other people; I like the way he is I don't care about his coler; Later that day we were in 3rd grade with a nice teacher and the best teacher in the whole wild world and she is realy good at math MRS. _____*). The response also demonstrates limited control of grade-appropriate grammar and usage (*And sometimes we try to get more people but when we join other people. And were glad we were born*).

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 field-tested 6 opinion prompts in 2014 which asked the student to read a short text and then write an essay that provided the student's opinion on the topic presented in the text. This style of item assessed 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. The data for the item is on the page that follows the item. Student papers with scores and annotations follow the item and data.

The History Project

Jill ran up to me the second I walked into the lunchroom. "Kate!" she said excitedly. "Do you want to work on the history project together?"

I grinned. I was excited about Mrs. Stein's history project too. We were going to do projects on our town's history. It seemed like it would be fun.

Before I could answer Jill's question, she said, "I have the best idea. We could look through old newspapers in the town library. Then, we could write a report. We could write about things that happened a long time ago."

I hid my frown from Jill. Reading newspapers and writing a report did not seem fun at all. Jill was nice, and we had been friends since first grade. Also, she seemed so excited about her idea. Even though it did not sound very interesting to me, I didn't want to disappoint her.

"Sure," I told Jill. "Let's work together."

After lunch, I sat down at my desk. My other friend Carla came up to me a few minutes later. "Kate, do you want to work on the history project together?" she asked. "I have the best idea."

"Really? What?"

"We could go to places like Ander's Pond and Brown's Market and take pictures of them as they appear today. Then, we could ask our family and friends for old pictures of how those places used to look. We would show how the town has changed."

Carla's idea was great! Taking and collecting pictures sounded much more interesting than Jill's idea. It would be so much fun. I really wanted to work with Carla on her project!

I thought for a minute. Then, I turned back to Carla. "I would love to work with you," I said, "but I promised Jill I would work with her on the project."

Opinion

Writing Prompt

In the story, Kate decides to work with Jill even though Carla's project seems like more fun. Do you agree or disagree with Kate's choice? Write an opinion essay whether you think Kate should or should not work with Jill. Be sure to include two reasons to explain why you feel this way.

Item Code:	VF890922	External ID:	WYW23031	
Passage Accnum:	VF890607	Passage Ext. ID:	WYW23P06	Pair Ext. ID: WYW23P06
Title:	The History Project			
Prompt Type:				
Skill:				
2012 WyCPS Strand:	Writing			
2012 WyCPS Skill:	Text Types and Purposes			
2012 WyCPS Standard:	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.			
Item Dok:	3	Item PLD:		

Admin:	Spring 2014	Item Use:	Pretest					Total N-count:	1212	Rasch Diff:				
Form:	WR3	Item Type:						Mean Score:	5.353	Fit Flag:				
Item Seq:	3	Max Points:	8.0					Item Corr:		Flags:				
Score Analysis								Dif Summary						
Score Point	ID	OR	PV	CC		Inv	Omit	Group			Dif Category			
Total %								Gender						
Score Pt 3 %								Hispanic						
Score Pt 2 %								Native American						
Score Pt 1 %								Asian						
Score Pt 0 %														
Mean Score														
	0	1	2	3	4	5	6	7	8	9	10	11	12	
Step Value														
Score Pt%	0	0	8	0	34	0	39	0	19					

Item Notes													

Gossip

April 23, 2014

In the story, Kate decides to work with Jill even though Carla's project seems like more fun. I think Kate should work with Jill because Kate promised Jill that she would do the project with her. One reason Kate should do the project with Jill is because Jill really wants her to. Jill also asked first and Kate said yes. Kate didn't want to hurt Jill's feelings so Kate said yes. If you promise a friend that you like you better not break the promise.

Second, you should work with Jill because I think her project is pretty cool. I think looking through old newspapers is amazing because you get to see what happened when you were born yet. You also get to sit in the soft sofa at the library. But maybe we have different opinions. I think that looking through newspapers is good because you get to see what's going on in life.

Last, Kate could have worked with Carla if Kate

didn't promise Jill like she did. Kate could have just said I will have to think about it. I know that she didn't want to hurt Jill's feelings but if you don't want to do it you don't have to do it. I also know that both of them are her friends and they stick together but someday they might have to unstick. I just hope Carla's feelings aren't hurt. I would pick both but you can only have one. I hate dealing with projects like this.

The response earns a score of 8 for Writing. The response thoroughly and sufficiently responds to the issue and offers relevant reasons with specific details that support the opinion (*Kate should work with Jill because Kate promised Jill; One reason Kate should do the project with Jill is because Jill really wants her to. Jill also asked first and Kate said yes. Kate didn't want to hurt Jills feelings; Second, you should work with Jill because I think her project is pretty cool; looking through old newspapers is amazing because you get to see what happend when you were born yet; You also get to sit in the soft sofa at the Library*). The response is effectively organized (*In the story, Kate; One reason Kate; Second, you should; Last, Kate could have*). The response uses precise, descriptive language (*Kate didn't want to hurt Jills feelings; project is pretty cool; looking through old newspapers is amazing*) and a variety of sentence types (*Jill also asked first and Kate said yes; If you promise a friend that you like you better not break the promise; But maybe we have different opinions; I would pick both but you can only have one*). The response reveals an engaging and identifiable voice (*seems like more fun; you promise a friend; sit in the soft sofa at the Library; they stick together but someday they might have to unstick; I hate dealing with projects like this*) and contains few errors in the conventions of the English language (*happend; Jills [Jill's]; whats [what's]*).

Yes, Kate should work with Jill because she asked her first and agreed to helping her.

Reason one, is that when someone asks you for help and you agree don't go to someone else.

Reason two, you should never say "Oh yay I'll help and walk away. Say "Oh, hi I'll help you and sit with them.

Reason three even though you like the other persons idea you always stick to the person that your working with. You don't want your friend to be sad do you?

So thats why I think that kate's a good person that did the right thing. P.S. I do this stuff all the time.

The response earns a score of 8 for Writing. The response clearly states an opinion on the issue raised in the prompt (*Yes, Kate should work with Jill because she asked her first and agreed to helping her*) and offers relevant reasons (Reason one; Reason two; Reason three) with specific details that support the opinion (*when someone asks you for help and you agree don't go to someone else; never say "Oh hey I'll help and walk away; Say "Oh, hi I'll help you and sit with them*). The response is effectively organized (*Yes, Kate should work with Jill because; so that's why I think that Kate's a good person that did the right thing*). The response uses precise, descriptive language and a variety of sentence types (*Yes, Kate should work with Jill because she asked her first and agreed to helping her; Reason one, is that when someone asks you for help and you agree don't go to someone else*). The response reveals an engaging and identifiable voice (*You don't want your friend to be sad do you; P.S. I do this stuff all the time*). The response contains few errors in the conventions of the English language (*asks [asks]; persons [person's]; your [you're]; that's [that's]*).

One day there were these
2 Girls and they couldn't get
along.

There are two reasons why I think
Kate should work with Jill. The first
thing is they could come up with
more ideas. The second thing is they
could make their project better!

The first reason is they can make it better.
They can get more and more ideas. They
can get better things in their project
like pictures. The girls can get better
words.

The second reason is they can make their
project better. They could draw interesting pictures.
They could get ideas from a book or their teacher.
The girls could take pictures and then print them.

That is why I think they could
work together!

The response earns a score of 6 for Writing. The response sufficiently responds to the topic raised in the prompt and offers relevant reasons with some details that support the opinion (*There are two reasons why I think Kate should work with Jill; they could come up with more ideas; could make their Project better; Draw interesting Pictures; get ideas from a book or their teacher; take Pictures and then Print them*). The response is organized (*There are two reasons; The first reason; The Second reason; That is why*). The response uses some descriptive language (*better words; interesting Pictures*) and provides a variety of sentence types (*There are two reasons why I think Kate should work with Jill; They can get better things in their Project Like Pictures; That is why I think they could work together*). The response contains some errors in the conventions of the English language (*could't [couldn't]; their project [their]; Like [like]; Girls [girls]; together [together]*).

Yes, I think Kate's choice was right even though Carla's idea was more fun she picked Jill's idea because 1st, Jill asked her first thing when she walked into the cafe and she said "yes". 2nd she didn't want to hurt her feelings because she tried to hide a frown from her and was trying to be kind. 3rd it was the right thing to do because if she said "no" that would be rude and since she said "yes" she went on the kind path instead of the bad path. In conclusion I think it was the right choice to do Jill's idea because Jill asked her first.

The response earns a score of 6 for Writing. The response states an opinion on the topic raised in the prompt (*I think Kate's choice was right*) and provides relevant reasons supported by some details from the passage (*Jill asked her first thing; she didn't want to hurt her feelings*). The writing sufficiently responds to the issue raised in the prompt. The response is organized (*because 1st; 2nd she didn't; 3rd it was the; In conclusion*) and uses some descriptive language (*more fun; want to hurt; hide a frown; kind path instead of the bad path*). The response reveals an identifiable voice (*that would be rude; on the kind path; I think it was the right choice*). *The response contains some errors in the conventions of the English language, including a run-on sentence (Yes, I think Kate's choice was right even though Carla's idea was more fun she picked Jill's idea because 1st, Jill asked her first thing when she walked into the cafe and she said "yes").*

Kate walked in and Jill asked Kate if she wanted to work on a project together. Kate said yes but she thought her idea was better. I think Kate should not have said yes. If she liked her idea better she should have told Jill that in the first place. But Kate made her decision to be with Jill. I cannot control her decision so if she got a bad grade it is all on Kate and Jill.

The response earns a score of 4 for Writing. The response states an opinion on the issue in the prompt (*Kate should not have said yes*) but provides no details to support the opinion (*she thought her idea was better*). The response provides some evidence of organization (*Kate walked in and Jill asked Kate if she wanted to work on a project together; Kate said yes; I cannot control her decision so if she got a bad grade it is all on Kate and Jill*) and uses basic, predictable language (*she wanted; she thought; she liked*). The response reveals limited voice (*I think Kate should not have said yes; I cannot control her decision so if she got a bad grade it is all on Kate and Jill*). The response contains several errors in the conventions of the English language (*Kate mad [made]; if [If] she liked her idea better she should have told Jill that in the firt [first] place; decition [decision]*).

I think what Kate did was the right thing. Jill ask first, Kate liked Carla's idea but Jill had already asked her. Carla's seemed fun and liked her better than Jill but Jill had already ask her. Kate really liked Jill as a friend but she just didn't like her idea. It didn't seem fun. Jill also ask first and it would be rude to go with Carla so I think she did the right thing. I think she also went with Jill because they had been friends since first grade.

Jill's idea was about this that we would go to the library get newspapers and find out information. Carla was now that take pickers of stars then find other prisoners

of them.

The response earns a score of 4 for Writing. The response partially responds to the issue or topic raised in the prompt (*I think what kate did was the right thing*) and attempts to offer relevant reasons with few details that support the opinion (*Jill ask frist; Kat liked Carla's Idie; but jill had allready asked her; I think she also went with Jill because they had been friends sience first grade*). The response provides some evidence of organization (*I think what kate did was the right thing; Jill ask frist. Kat liked Carla's Idie*) The response uses basic, predictable language (*was the right thing; It didn't seem fun; I think she also went with Jill because*) and provides limited variety of sentence types (*I think what kate did was the right thing; Jill also ask first and it would be rude to go with Carla so I think she did the right thing*). The response reveals limited voice (*it would be rude; so I think*). The response contains several errors in the conventions of the English language (*kate [Kate]; idie [idea]; allready; sience [since]; libre [library]; informashon; pickers [picture]; stors[stores]*).

I disagree with how Kate solved
the story problem because Carlos pro-
ject seem more fun. But Kate was
at the park with her dog and Carlos
is very, very sad. Carlos is trying to get
Kate and Kate's friend to help on her
project.

The response earns a score of 2 for Writing. This response contains no clearly stated opinion on the issue raised in the prompt (*I disagree whith whow Kate salved the Story pardlum because Carlos prgecteh semd more fun*). The response provides no evidence of organization within the one brief paragraph of text. The response uses limited vocabulary (*semd more fun; But Kate was at the park whith her dog and carlos is very, very sad; to help on her pogect*). The response attempts sentence variety but has no identifiable voice. The response contains serious errors in the conventions of the English language (*whith [with]; whow [how]; Story [story]; pardlum [problem]; semd [seemed]; tring [trying]; Kates [Kate's]; frind [friend]*).

I des agree with Kats
idey becuz Carly goget
is I wood tell her that
I bon't want to do that,
becuz she du sent want
to wigt. She wohnt to
take pecns. The End

The response earns a score of 2 for Writing. The response does not clearly respond to the issue raised in the prompt (*I des agrey with Kats idey becus Carly goget is*). Except for the word “because,” the response provides no evidence of organization. The response uses limited vocabulary (*I des agrey with Kats idey; I wood tell her tahe I bon’t want to do that*) and attempts sentence variety, but only the last sentence is structured correctly. The response reveals no identifiable voice (*I des agrey; I wood tell her*). The response contains serious errors in the conventions of the English language (*Kats [Kat’s]; idey [idea]; becus [because]; wood [would]; dusement [doesn’t]; wigt [write]; takce [take]; pechrs [pictures]*).