

Student Sample A

Grade 3 Opinion Writing Performance Task: Honey Bees

SCORES AND COMMENTARY

- **Bold** words and phrases are taken from the Student Language Writing Scoring Guide: Grades 3-5 for Informative/Explanatory and Argument Writing and Research Projects.
- *Italicized* words are direct quotes from the student writing.

Ideas and Content: 4

The writing is complete and demonstrates adequate writing skills. Writer's purpose and main ideas are easy to understand. An opinion is clearly stated and reasons are given. *I realize that there have been problems with bees living near people and I think that I know how to solve the problem. In my opinion the first think that people could do is to try to leave them alone. Specific details support main ideas. This would stop the bees from getting mad and trying to sting you. The last thing that you could do is to put up a back yard bee hive in your back yard (away from the house). This would give them a place to go that is not on your face. Details are on-topic.*

Organization: 4

The introduction is underdeveloped (score of 3). *I realize there have been problems with bees living near people and I think I know how to solve this problem. The concluding statement or section is about the opinion or information presented* (score of 4). *Not being afraid of them, distracting them, and letting them live in a different place. That is how I would solve the problem of bees living near people. Paragraph breaks help the reader* (score of 4). The preponderance of evidence supports a score of 4.

Voice: 4

Parts may be lively, sincere, exciting, or honest. *...and I think that I know how to solve this problem. The writer seems interested in the topic.* The writer provides three solutions [*leave them alone, put up a fake bee hive, and put a back yard bee hive in your back yard (away from your house)*] to the problem.

Word Choice: 4

Words get the message across. Words (e.g., *realize, solve, sting, fake, distract, different*) **have variety. The writing includes some content vocabulary words** (e.g., *sting, bees, bee hive*) **about the topic** (score of 3). The preponderance of evidence supports a score of 4.

Sentence Fluency: 4

The writing is easy to read out loud. It sounds natural. Sentences begin in different ways. (e.g., *I realize, The first thing, This would stop, If the bees, Not being afraid*).

Conventions: 4

Sentences end where they should with the correct punctuation mark. Common words (e.g., *problems, solve, getting, distract, different*) **are spelled correctly.**

Grammar is correct (score of 5). **Capital letters are correct** (score of 5). **Few errors.**

A comma is missing after the salutation and in two sentences. **Little need for editing** (score of 5). Since the writer does not use higher-level punctuation (a requirement to earn a score of 5), the preponderance of evidence supports the score of 4.

Use of Sources: 1

Sources are not identified. There is no evidence the writer uses evidence from the sources. The reasons seem to come from the writer's imagination. The writer is not required to provide a list of sources on this task.