



# **2023 Writing Assessment Exemplars and Scoring Rationale**

**Grade 3**

**August 2024**

**Note:** This document does not reflect updates made to the year-end rubrics in Spring 2025.

## Using this Resource

### About the Process

In the Spring of 2023, teachers from across the division gathered for two days to participate in a writing calibration protocol. A calibration protocol is a collaborative process for bringing teachers together to discuss student work to reach consensus about how to score writing based on set criteria. The calibration process makes scoring student work more consistent among a group of teachers and more aligned to the outcomes upon which rubrics and scoring criteria are based. The purpose of calibration is to ensure that a group of educators evaluate student work consistently and in alignment with the scoring rubric. This increases the reliability of the assessment data.

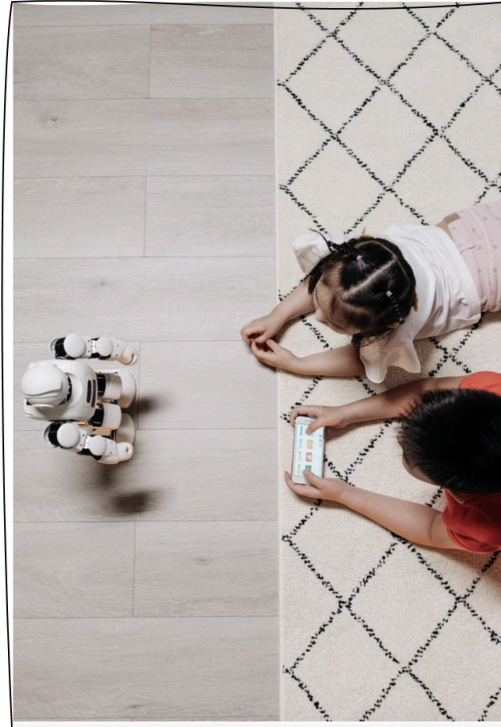
### About the Exemplars

- Exemplars are samples of student writing selected to represent a range of responses that illustrate the scoring criteria at each level of performance for Grade 3 (*meeting curricular outcomes with an enriched understanding (EU)*, *meeting curricular outcomes (M)*, *approaching curricular outcomes (A)*, *not yet meeting curricular outcomes (NY)*).
- These exemplars are just a small sampling of successful approaches to the writing task, and the students' edits, misspellings and other idiosyncrasies are retained in the scanned documents.
- In some exemplars the names of people, places or things have been removed to protect the identity of the writer.

### Rationale for the Exemplars

- Teachers may use the rationale for exemplars to apply the scoring criteria consistently and impartially.
  - The rationale for each exemplar consists of "Scoring" and "Evidence of Graded Criteria." Each rationale serves to:
    - provide evidence as to why the writing sample is considered representative of a particular outcome.
    - provide evidence representative of specific curricular outcomes.
    - demonstrate the use of criterion-referenced language to explain judgments of student writing.
    - demonstrate that a range of responses are possible within each outcome.
  - The rationale that accompanies each response may assist teachers to apply the scoring criteria consistently and impartially.
  - The rationale may include descriptors to describe the quality of the criteria shown in the student response.
  - Scoring rationale about each exemplar is provided by teachers involved in the selection of the student exemplars and serve to:
    - describe qualities of each student sample writing response as it relates to scoring criteria.
    - allow for variation within an outcome.
    - indicate whether the exemplar provided more or less evidence of each criterion and still be representative of the outcome.
  - Teachers should use their professional judgment and consider differing levels of evidence when assigning an overall score.
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**Grade 3 Writing Prompt**



Look carefully at the picture.  
What does the picture make you think of?

You could write about yourself or others, real or imagined.

**DIRECTIONS**

You have 15 minutes to plan **alone or with a partner or small group**.

You will have up to 30 minutes to write.

You may show changes and corrections on your writing, as it is a first draft.

## Grade 3 Level 4: Enriched Understanding – Exemplar A

Once upon a time two girls who built a robot.

One day the robot malfunctioned so they

fixed it. After the robot said "hello what should I do?"

One of the girls jokingly said "take over the world"

but the robot took that quite literally. They

didn't know that 4 messy words almost destroyed

the world. The robot said okay. No one actually

knew how the robot would do that but

the robot actually came with a sneak plan.

The robot went to a restaurant and took 2 toothpicks.

The girls ran after the robot until a waiter stopped

them and said "is that your robot." The girls said

yeah. The waiter then said "well hes a thief." The

girls asked why. The waiter said "he took 2 toothpicks  
instead of one if you don't believe me read the

Fine print." The fine print said tooth pick limit one

per customer. The girls said "OK we will stop

him." So they got a lasso and a car and drove

to find the robot. A few minutes later they  
found him they threw the lasso at him and they  
caught him but he was too strong. He kept smash-  
ing through buildings breaking cars until he  
found him near a cliff and underneath was a  
nuclear plant. The robot was too fast to  
and  
brake he fell in the plant ever one ran  
until the plant exploded and could the  
World!!!!

Grade 3 Level 4: *Enriched Understanding Exemplar A* – Evidence of Graded Criteria

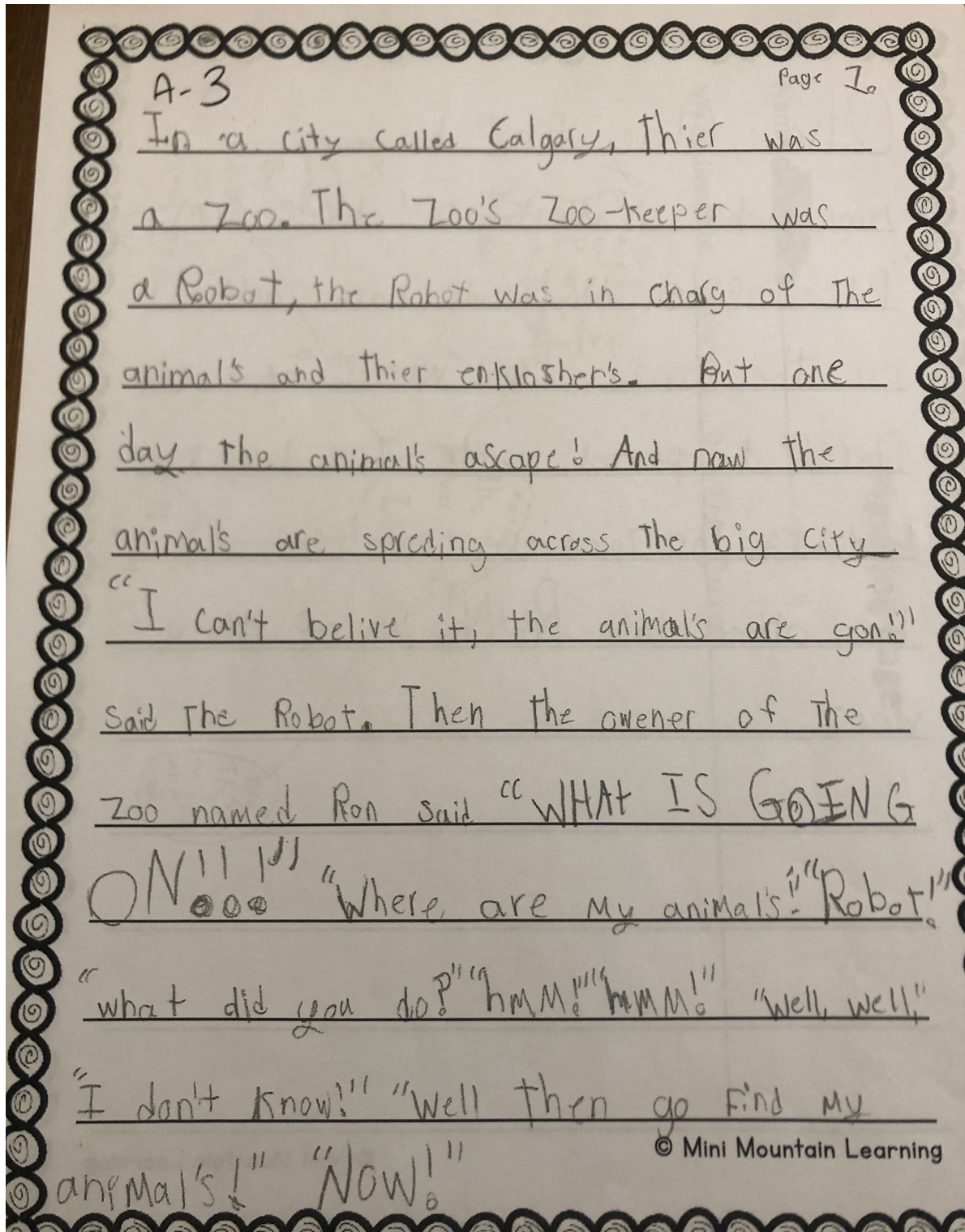
Score	Evidence of Graded Criteria
4	<p><b>Organization &amp; Structure</b></p> <ul style="list-style-type: none"> <li>• Clearly organized with a logical sequence. – beginning, middle, and end.</li> <li>• Frequently incorporates varied sentence beginnings to add interest to the writing.</li> <li>• Writing sounds fluent when read aloud.</li> </ul>
4	<p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Uses dialogue to express character’s thoughts and feelings to capture the audience’s attention. For example, “No one actually knew how the robot would do that...”</li> <li>• Incorporates great voice and style throughout.</li> <li>• The beginning is creative and the conclusion is thoughtful.</li> </ul>
4	<p><b>Details</b></p> <ul style="list-style-type: none"> <li>• Uses carefully selected words, action, dialogue, synonyms, and punctuation to maintain audience engagement.</li> </ul>
4	<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Consistently capitalizes words appropriately in different contexts.</li> </ul>
4	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Consistently uses correct punctuation as appropriate to the writing.</li> </ul>
4	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Consistently and correctly uses a variety of grammatical elements including complex vocabulary such as: <ul style="list-style-type: none"> <li>○ adverb “jokingly”</li> <li>○ verb “malfunctioned”</li> <li>○ adjective “measly”</li> </ul> </li> </ul>
4	<p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Consistently spells unfamiliar words including: <ul style="list-style-type: none"> <li>○ “underneath”, “caught”, and “thief”</li> </ul> </li> </ul>

**Additional Information:**

- Scorers noted that if this student was writing over multiple days (not in a timed task) they feel confident that the conclusion would have been more thoughtful and aligned with the level 4 expectation of “thoughtful conclusion.”

## Grade 3 Level 3: Meeting – Exemplar B

## Sample of Student Work



Page 2

"Okay, Okay Fine" he growled

mean while "wee-oo! Wee-oo!"

"Police officer Jack we have animals

on the loose!" From "where?" "From over

There!" he pointed to the Zoo. "beep, beep,

boop" It's the Zoo-keeper apoo! said one

the other said RUN! So of they

went

## Grade 3 Level 3: Meeting Exemplar B – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
3	<p><b>Organization and Structure</b></p> <ul style="list-style-type: none"> <li>• Sufficiently organizes and presents information in a logical sequence.</li> <li>• Frequently incorporates varied sentence beginnings.</li> <li>• Writing sounds fluent when read aloud.</li> </ul>
3	<p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Uses dialogue to express character’s thoughts to capture the audience’s attention. For example, “I can’t believe it, the animals are gon!” and “Hmm! Hmm”</li> <li>• Evidence of a strong voice with “Zoo-keeper 2000” and “WHAT IS GOING ON!!!”</li> <li>• Conclusion is absent.</li> </ul>
3	<p><b>Details</b></p> <ul style="list-style-type: none"> <li>• Uses carefully selected words, action, dialogue, and exclamation points to keep the audience engaged. For example, “enkolsher” and “spreading” were two words that were carefully selected and align with the overall topic of the story.</li> </ul>
3	<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Frequently capitalizes words appropriately</li> </ul>
3	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Frequently uses correct punctuation as appropriate to the writing.</li> </ul>
2	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Frequently and correctly uses a variety of grammatical elements including: <ul style="list-style-type: none"> <li>○ Subject verb agreement</li> <li>○ Adjective “big”</li> </ul> </li> </ul>
3	<p><b>Spelling Strategies</b></p> <ul style="list-style-type: none"> <li>• Frequently spells unfamiliar words including “robot”, Calgary” and “said”</li> </ul>

**Additional Information**

- Scorers noted that Grammar was more aligned with the criteria of a level 2 because there was no use of adverbs, and the piece was lacking sensory details.

## Grade 3 Level 3: Meeting – Exemplar C

## Sample of Student Work

Oh hi I am a cat. My favourite  
food is fish. I have a robot.  
His name is beep. You might  
be wondering what my  
name is. Right? Well..if you  
want to know..then here it  
is.. drum roll pleas... it is. . . .  
Meow! And I like chasing  
cows! But..I never atchully  
catch one befor. A few year's  
ago

## Grade 3 Level 3: Meeting Exemplar C – Evidence of Graded Criteria

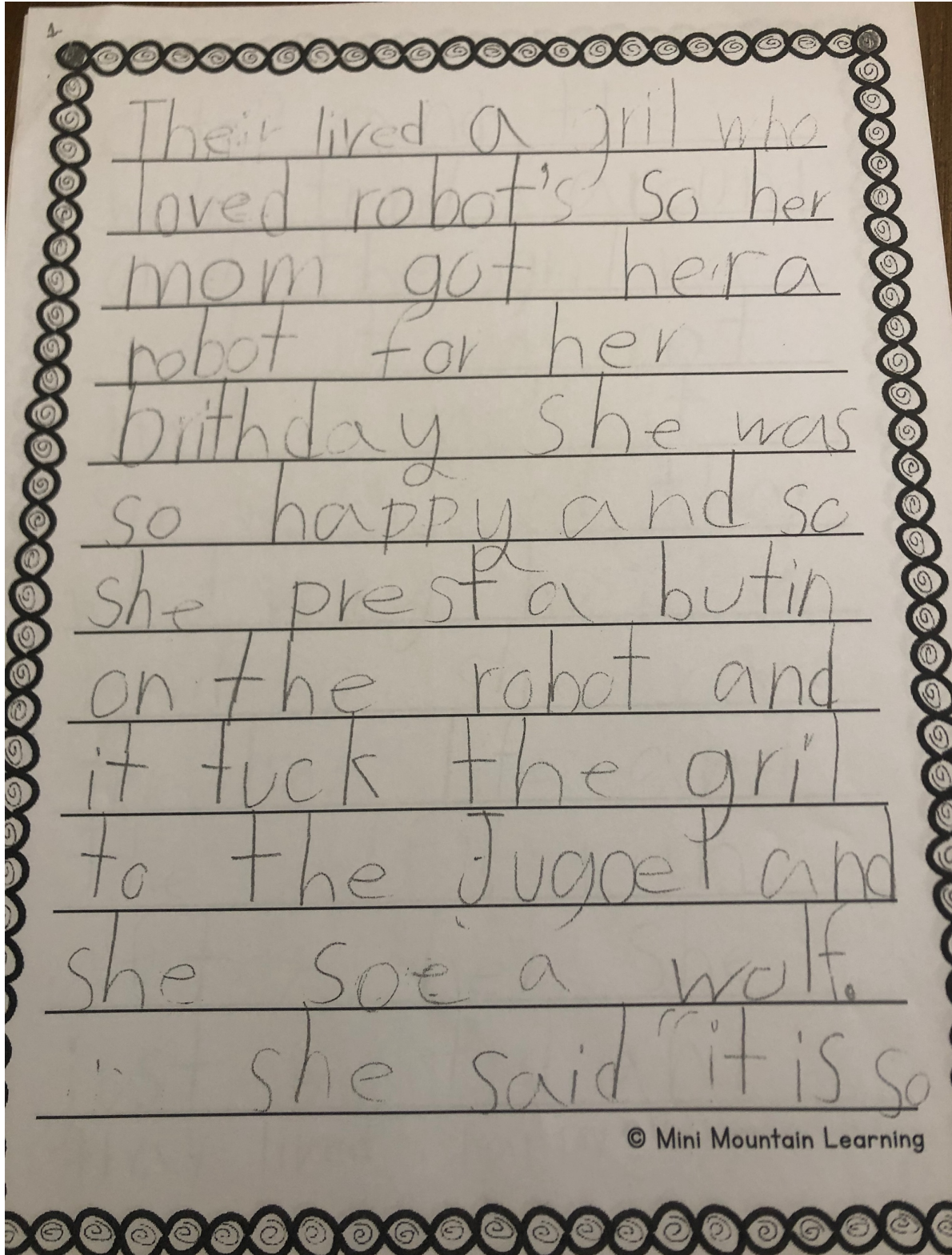
Score	Evidence of Graded Criteria
2	<p><b>Organization and Structure</b></p> <ul style="list-style-type: none"> <li>• Partially organized story beginning is present.</li> <li>• Overall organization is not logically sequenced.</li> <li>• Writing sounds choppy when read aloud.</li> </ul>
3	<p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Evidence of a strong voice with “I like caseing cow’s” and “oh hi I am a cat.”</li> <li>• Conclusion and creative beginning are lacking.</li> <li>• Frequently incorporates varied sentence beginnings; however, they are basic.</li> </ul>
3	<p><b>Details</b></p> <ul style="list-style-type: none"> <li>• Includes character details such as “...favourite food is fish”</li> <li>• Punctuation is used to generate effect. For example, “right?” and “Well...if you want to know...then here it is...”</li> </ul>
4	<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Consistently capitalizes words appropriately. The beginning of sentences is consistently capitalized.</li> </ul>
2	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Sometimes uses correct punctuation as appropriate to the writing. <ul style="list-style-type: none"> <li>○ variety in punctuation is lacking</li> <li>○ misused apostrophes “cow’s” and “year’s”</li> </ul> </li> </ul>
2	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Sometimes uses grammatically correct elements.</li> <li>• Is lacking adjectives and adverbs.</li> </ul>
3	<p><b>Spelling Strategies</b></p> <ul style="list-style-type: none"> <li>• Sometimes spells unfamiliar words through application of knowledge of word patterns.</li> </ul>

## Additional Information

- Scorers noted that the writer took risks in using an ellipses even though it was used incorrectly. This is sophisticated end of sentence punctuation for grade 3.

## Grade 3: Level 2 Approaching – Exemplar D

## Sample of Student Work



2.  
cute" and the  
wolf trnd a around  
and the girl was  
sact, it was not  
just a wolf, it was  
six wolf's and thay  
whrt vary happy  
and so she ran  
for her life and  
the wolf's ran  
after her she  
just maitid and  
thay lived happily ever after. © Mini Mountain Learning

## Grade 3 Level 2 Approaching Exemplar D– Evidence of Graded Criteria

Score	Evidence of Graded Criteria
2	<p><b>Organization and Structure</b></p> <ul style="list-style-type: none"> <li>• Partially organizes information in a logical sequence with a beginning, middle, and end.</li> <li>• Writing sounds choppy when read aloud because of some repetition and run-on sentences.</li> <li>• Some varied sentences beginnings</li> </ul>
2	<p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Incorporates character feelings such as “happy”, “very happy”, “girl who loved robots” and “the girl was soct”</li> <li>• Beginning and conclusion are present but do not capture the reader’s attention.</li> </ul>
2	<p><b>Details</b></p> <ul style="list-style-type: none"> <li>• Includes sensory details such as “...she pushed the button the robot” and “ran for her life”</li> </ul>
1	<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Rarely capitalizes words appropriately</li> </ul>
1	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Uses little to no punctuation appropriate to the writing.</li> </ul>
2	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Sometimes uses a variety of grammatical elements including: <ul style="list-style-type: none"> <li>○ Subject-predicate agreement</li> <li>○ Adjectives “cute”, “happy”, “very happy”</li> </ul> </li> </ul>
2	<p><b>Spelling Strategies</b></p> <ul style="list-style-type: none"> <li>• Sometimes spells unfamiliar words through the application of word parts.</li> </ul>

**Additional Information**

- Scorers awarded a 1 in punctuation as the frequent errors impact the readability. Scorers noted the use of two periods and one use of quotation marks. There was one incorrect attempt to use an apostrophe.

Grade 3: Level 1 Not Yet Meeting – Exemplar E

Sample of Student Work

April 20, 2023  
The Robot on TV, is Bigger  
in real life, yea that is cool  
it is on the side ahh tyson side  
tyson is a 2nd Hero, Luea SJ  
blows up. BY [REDACTED]

## Grade 3 Level 1: Not Yet Meeting Exemplar E – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
1	<p><b>Organization and Structure</b></p> <ul style="list-style-type: none"> <li>• Content is disorganized and does not follow a logical sequence.</li> <li>• Writing sounds choppy when read aloud due to the frequency of run-on sentences.</li> <li>• Little variety of sentence beginnings.</li> </ul>
1	<p><b>Audience</b></p> <ul style="list-style-type: none"> <li>• Rarely incorporates elements to capture the audience’s attention.</li> <li>• Shows character/authors thoughts feelings such as “yea, that is cool” and “ahh tyson side.”</li> </ul>
1	<p><b>Details</b></p> <ul style="list-style-type: none"> <li>• Little to no sensory details, dialogue, synonyms and antonyms or punctuation to generate effect.</li> <li>• Carefully selected words “the Robot on TV is bigger in rale live.”</li> </ul>
1	<p><b>Capitalization</b></p> <ul style="list-style-type: none"> <li>• Rarely capitalizes words appropriately.</li> </ul>
1	<p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>• Uses little to no punctuation appropriate to the writing.</li> </ul>
1	<p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>• Rarely uses a variety of grammatical elements including: <ul style="list-style-type: none"> <li>○ Adjective “bigger.”</li> </ul> </li> </ul>
2	<p><b>Spelling Strategies</b></p> <ul style="list-style-type: none"> <li>• Sometimes spells unfamiliar words correctly.</li> </ul>

**Additional Information:**

- Scorers noted that most of the words in the piece were spelled correctly. Attempts were made to spell unfamiliar words and in some cases were correct.