



MAAP

Grade 3

Writing Prompt



Purpose

This document will focus on student constructed responses for the Mississippi Academic Assessment Program (MAAP) Grade 3 writing assessment. It will provide knowledge of the scoring process for local and/or regional professionals to help guide classroom instruction.

The purpose of this document is to:

- provide a retired writing prompt and passage
- clarify scoring decisions as determined by the rangefinding process
- suggest additional prompts to be used with each passage

Below are some additional online resources/training:

- [Questar Writing Scoring Training Grades 3-4](#) (open in Internet Explorer or Firefox)
- [Questar Writing Scoring Training Grades 5-6](#) (open in Internet Explorer or Firefox)
- [Questar Writing Scoring Training Grades 7-8](#) (open in Internet Explorer or Firefox)
- [Questar Writing Scoring Training End-of-Course](#) (open in Internet Explorer or Firefox)

Rubric

Standard ID: W.3.1-3

Standard: Development of Ideas

Score of				
4 points	3 points	2 points	1 point	0 points
The writing is clear, consistently focused, and shows a complete understanding of the given task. Ideas are fully developed by using logical and convincing reasoning, well-chosen evidence from the text, and details that are specific, relevant, and accurate based upon the text.	The writing is generally clear and focused, and shows a general understanding of the given task. Ideas are adequately developed by using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text.	The writing is vague and shows only partial understanding of the given task. Ideas are somewhat developed by using some reasoning and some evidence from the text and descriptions and details that may be irrelevant, may be merely listed, and may or may not be found in the text.	The writing is unclear, and shows a lack of understanding of the given task. Ideas are developed with limited reasoning, little to no evidence from the text, and descriptions and details that are irrelevant and/or inaccurate.	The writing is unclear, shows no understanding of the given task, and uses no reasoning with little to no evidence from the text and descriptions and details that are irrelevant and/or inaccurate.

Standard ID: W.3.1-3

Standard: Writing Organization

Score of				
4 points	3 points	2 points	1 point	0 points
<p>The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer’s ideas. Words, clauses, and transitions are used frequently and effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an effective introduction and conclusion that contribute to cohesiveness and clarity of the response.</p>	<p>The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer’s ideas. Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that contribute to the cohesiveness of the response.</p>	<p>The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer’s ideas. Words, clauses, and transitions are used somewhat consistently to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains a basic introduction and conclusion that contribute to cohesiveness that may be formulaic in structure.</p>	<p>The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer’s message or ideas. Words, clauses, and transitions are used sparingly and sometimes ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. The writing contains an introduction and conclusion that are inappropriate and/or disconnected, resulting in a lack of cohesiveness and clarity.</p>	<p>The writing lacks evidence of planning (random order) or a progression of ideas, making it difficult for the reader to follow the writer’s message or ideas. Words, clauses, and transitions are lacking or used ineffectively to clarify the relationships among claims, reasons, details, and/or evidence. There is a lack of an introduction and/or conclusion resulting in a lack of cohesiveness and clarity.</p>

Standard ID: L.3.1 and 3.3

Standard: Language Conventions of Grammar and Usage

Score of				
4 points	3 points	2 points	1 point	0 points
		<p>The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure. The writing may contain a few minor errors in grammar and usage, but they do not interfere with meaning.</p>	<p>The writing maintains a tone inappropriate to task, purpose, and/or audience. Word choice is limited, clichéd, and repetitive. Sentences show little or no variety in length and structure, and some may be awkward leading to a monotonous reading. The writing may contain a pattern of errors in grammar and usage that occasionally impedes meaning.</p>	<p>The writing fails to maintain tone appropriate to task, purpose, and audience. Words are functional and simple and/or may be inappropriate to the task. The sentences may contain errors in construction or are simple and lack variety, making the essay difficult to read. The writing may contain egregious errors in grammar and usage that impede meaning.</p>

Standard ID: L.3.2

Standard: Language Conventions of Mechanics

Score of				
4 points	3 points	2 points	1 point	0 points
		The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a few minor errors in mechanics but they do not interfere with meaning.	The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain a pattern of errors in mechanics that occasionally impedes meaning.	The writing demonstrates very limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing may contain egregious errors in mechanics that impede meaning.

DIRECTIONS: Read the following passage. Write a response to the prompt that follows the passage.

A Visit from the Farrier

by Meg Moss

- 1 When Mikey the horse needs new shoes, he doesn't go to the shoe store. His owner, Alyssa, calls Natasha. Natasha is a farrier. Her job is taking care of horses' hooves.
- 2 Natasha brings all her tools with her to Alyssa's farm. The first thing she does is check how long Mikey's hooves are. Horse hooves grow, just like fingernails. In fact, they are made of the same stuff as fingernails. It's called keratin.
- 3 Wild horses walk and run about 30 miles a day, and that wears their hooves down naturally. Pastured horses like Mikey don't run around as much, so Natasha has to trim his hooves to keep them healthy. Trimming doesn't hurt, just as it doesn't hurt when you trim your fingernails. But hooves that grow too long could make it hard and painful for Mikey to walk.
- 4 First Natasha uses a hoof pick to clean out the dirt that builds up around the frog. This frog isn't a little green animal that says ribbit. It's a triangle-shaped pad on the underside of the hoof. It cushions the hoof, and if there's too much dirt around it, a horse can't stand or walk properly.
- 5 Next Natasha grabs her nippers. They do the same job that nail clippers do. Natasha uses them to clip off the extra growth around the wall of Mikey's hoof.
- 6 It's hard to make all the clips even, so Natasha must file any rough edges smooth. She has to hold Mikey's leg to file the bottom of the hoof wall. But she can use a hoof stand to support the leg while she files the sides of his hoof.
- 7 Now it's time for the shoes. Horseshoes are C-shaped pieces of metal. You can't tie them on like sneakers. Natasha hammers little nails through the horseshoe into the hoof wall. Don't worry. It doesn't hurt!
- 8 Mikey gets ridden a lot, so he wears shoes to protect his feet. Other horses wear special shoes to help correct problems with their hooves. And sometimes cleats are added to horseshoes to give

working horses extra grip on snow or slippery ground. But most horses go barefoot, especially if they have strong, healthy hooves.

- 9 The other horses on the farm don't need new shoes or a trim today, but Natasha stops by every two months or so to check on them. . . .
- 10 Baby horses don't wear shoes, but their tiny hooves need trimming when they are only a few months old.
- 11 Natasha loves her job and her horse buddies. And they love her!

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Standard W.3.2

Read the following prompt and write your complete response in the space provided.

You have read a passage called "A Visit from the Farrier" about a person who helps horses when they need new shoes. What are the tools the person uses, and why are they important? Provide key details and examples from the passage to support your writing.

Your writing will be scored based on the development of ideas, organization of writing, and language conventions of grammar, usage, and mechanics.

If you have a farm or own a pet horse, you know that a farrier comes to visit. Do you ever wonder what they use to make your horses hooves clean and better? Well, let me tell you.

A farrier uses tools like a hoof pick, nippers, files, and c-shape metal pieces. That is a lot of tools to clean the hooves of a horse. All the pieces have a part to clean the hooves of a horse.

A hoof pick is important because it gets rid of the dirt in the frog. The frog is not green and does not croak. This is a triangle shaped and is on the bottom of the hoof. The hoof pick gets all the dirt away because if the dirt is there the horse can not walk or stand very good.

The nippers are next. These are like nail clippers but for horses. They help to get rid of the extra amount of growth around his hoof.

Farrier also has a file for a horses. The clips aren't always even. So they have to file them to make all of them even.

The last and final tool is a c-shape metal piece. The metal piece is a shoe for the horse. The farrier hammers the shoe in the hoof with nails. They don't hurt at all though! The shoes protect his feet so they don't hurt his feet.

There are so many tools that a farrier uses! It's amazing! Right?

Development of Ideas: 4

The writing is clear, consistently focused, and shows a complete understanding of the given task. This response describes multiple tools farriers use, including the hoof pick, nippers, files, and horseshoes, and then goes on to explain their importance. This response demonstrates effective reasoning in identifying similarities between the tools (e.g., *All the pieces have a part to clean the hooves of a horse.*). Ideas are fully developed using well-chosen paraphrased evidence from the text and details that are specific, relevant, and accurate based upon the text.

Writing Organization: 4

The writing demonstrates evidence of planning and a purposeful, logical progression of ideas that allows the reader to easily follow the writer's ideas. This response opens with an effective introduction that engages the reader with a rhetorical question and then provides a thesis statement that outlines the direction of the response. Each body paragraph describes one of the tools mentioned in the passage. Words, clauses, and transitions are used frequently and effectively to clarify the relationships among claims, reasons, details, and evidence. Transitions are varied (e.g., *The nippers are next.* and *The last and final tool is...*) The writing contains an effective and engaging conclusion.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience, effectively engaging the reader and successfully identifying and explaining the importance of each of the tools. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure (e.g., *If you have a farm or own a pet horse, you know that a farrier comes to visit.*). The writing contains several minor errors in grammar and usage (e.g., use of the plural *horses* instead of the possessive "horse's", use of the adjective *very good* instead of the adverb "very well"), but they do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). There are several errors in spelling (e.g., *metel, clipers, growth*) but these are insignificant in comparison to the quantity of writing and what the student demonstrated successfully. The writing contains a few minor errors in mechanics (e.g., missing hyphens and commas), but they do not interfere with meaning.

If you have read A Visit From The Farrier, you would know the a Farrier is someone who takes care of horses feet. They use many tools to be able to do that kind of thing and all of them are so very important. First, they use a hoof pick to clean the dirt that's around the frog. They need to or else its hard for the horse to walk, or even stand on it! The passage A Visit From The Farrier Says, " if there's too much dirt around it, a horse can't stand or walk properly." They also need to hammer on a horseshoe to put it on the horse. The shoes protect the horses feet. There are alot more tools a Farrier uses when working on a horse. All of them are just as important.

Development of Ideas: 3

The writing is generally clear and focused and shows a general understanding of the given task. The prompt is sufficiently addressed, describing multiple tools farriers use and their importance. Ideas are adequately developed by effectively synthesizing key details from the passage about each tool and its importance. This response utilizes both cited and paraphrased evidence from the text as well as relevant and accurate descriptions to support their answer.

Writing Organization: 3

The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer's ideas. There is an adequate introduction (*If you have read A Visit From The Farrier, you would know the a Farrier is someone who takes care of horses feet. They use many tools to be able to do that kind of thing and all of them are so very important.*) that outlines the content of the response and contributes to cohesiveness. Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and evidence (e.g., *First...* and *They also...*). The transitions contribute to a clear progression of ideas and even flow. The writing contains an adequate concluding statement.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure, successfully crafting multiple compound and complex sentences. The writing contains a few minor errors in grammar and usage (e.g., using the plural *horses* instead of the possessive "horse's"), but they do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains several minor errors in mechanics. However, these errors mostly occur when attempting compound sentence structures (e.g., *They need to or else its hard...*) and they do not interfere with meaning.

The tools that a vet need to clean horses hooves are simple.

First,you have the pick.It's job is to clean the frog,or the horse's pad under it's hooves.

Second,you have the nippers.They work just like nailclippers do on our fingernails.

Third,you have the file. The vet must file any rough edges smooth.

All these tools have a speical part to play when it comes to a horse's hooves(all horses need nail trimming to stay healthy).

Development of Ideas: 3

The writing is generally clear and focused and shows a general understanding of the given task. The prompt is sufficiently addressed, describing multiple tools farriers use and their importance. Ideas are adequately developed by using logical reasoning, sufficient and appropriate evidence from the text, and descriptions and details that are, for the most part, relevant and accurate based upon the text. This response effectively utilizes paraphrased textual evidence and original descriptions and details (e.g., the idea of a farrier being like a vet) to adequately address the given task. Overall, this response represents the lower end of the “3” score point.

Writing Organization: 3

The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer’s ideas. There is an adequate introductory statement (*The tools that a vet need to clean horses hooves are simple.*) that previews the content of the response and contributes to cohesiveness. Words, clauses, and transitions, while formulaic, are used effectively to clarify the relationships among claims, reasons, details, and evidence (e.g., *First...*, *Second...*, *Third...*). The transitions contribute to a clear progression of ideas and even flow. The writing contains an effective concluding statement that emphasizes the importance of the tools (*...all horses need nail trimming to stay healthy...*).

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure (e.g., *It’s job is to clean the frog, or the horse’s pad under it’s hooves.*). The writing contains minor errors in grammar and usage (e.g., repeatedly using the contraction *it’s* instead of the possessive form “its”), but they do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains few errors in mechanics around the inclusion of the supplemental information in parentheses. However, these errors do not interfere with meaning and are mitigated by the absence of errors throughout the remainder of the response, including correct comma use in a compound sentence.

Natasha first uses a hoof pick to clean out dirt from the frog. When there is too much dirt around the frog, the horse can't walk properly. Otherwise he would just wobble around. It would also be painful.

Then she uses her nippers. Natasha uses it to cut off growth. This is like when we cut our finger and toe nails. It makes the hooves the right sizes. How would you like it if you had hooves that were so long you could not use them?

Finally, Natasha uses her file to make rough edges smooth. She has to use a hoof stand to hold up the horse's leg. Or she could just hold the horse's leg. That would be hard!

Development of Ideas: 3

The writing is generally clear and focused and shows a general understanding of the given task. Ideas are adequately developed by effectively synthesizing key paraphrased details from the passage about each tool and its importance. This response also provides logical reasoning in its details and descriptions that are relevant and accurate (e.g., *...otherwise he would just wobble around.*). While this response adequately addresses the given task, the engagement with the tools the farrier uses is more like a summary of what happens during a visit with the farrier rather than an actual description of the tool's importance. Overall, this response represents the lower end of the "3" score point.

Writing Organization: 2

The writing demonstrates evidence of planning with some logical progression of ideas, providing three paragraphs that each discuss one tool. This response utilizes words, clauses, and transitions somewhat consistently to clarify the relationships among claims, reasons, details, and evidence (e.g., *Natashia first..., Then..., Finally...*). However, the lack of an introductory and concluding statement or section contributes to a disjointed and uneven structure and makes it more difficult for the reader to follow the writer's ideas.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, effectively selecting language to emphasize the importance of the tools (e.g., *wobble* and *painful*). Sentences are fluent and varied in length and structure but attempts at compound sentence structure often produce sentence fragments. The writing contains a few minor errors in grammar and usage (e.g., *their* instead of "there", *horses* instead of "horse's"), but they do not interfere with meaning and are mitigated by self-correction in other parts of the response (e.g., the correct possessive form of *horse's*).

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains a few minor errors in mechanics, capitalization (e.g., *otherwise...*) and spelling (e.g., *Finaly...*), but these errors do not interfere with meaning.

Natasha uses different kinds of tools to give Mikey a new pair of horseshoes when his old ones are worn out.

Natasha uses a hoof pick to clean out all the dirt that builds up around the frog. If there is too much dirt around it, then a horse can't stand or walk properly.

Another thing Natasha uses is her nippers. Natasha uses them to clip off the extra growth around the wall of Mikey's hoof.

It is hard to make all the clips even, so Natasha uses a file to smooth any rough edges on Mikey's hoof.

For these reasons Natasha uses different kinds of tools to give Mikey new horseshoes when his old ones are worn out.

Development of Ideas: 2

Although this response describes several tools and their importance, the writing is largely dependent on the passage, and therefore demonstrates only partial understanding of the given task. Ideas are somewhat developed by using some reasoning and paraphrased evidence, but the bulk of the response is comprised of descriptions that are reliant on language found in the passage.

Writing Organization: 3

The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer's ideas. There is an adequate introductory statement (*Natasha uses different kinds of tools to give Mikey a new pair of horseshoes when his old ones are worn out.*) that previews the content of the response and contributes to cohesiveness. Words, clauses, and unique transitional phrases are used effectively to clarify the relationships among claims, reasons, details, and evidence (e.g., *Another thing Natasha uses..., It is hard to make all the clips even, so Natasha uses a file...*). The transitions contribute to a clear progression of ideas, particularly in emphasizing the relationship between the different tools, and an even flow. The writing contains an adequate concluding statement.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful. Sentences are fluent and varied in length and structure, successfully crafting multiple compound and complex sentences.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains one error in mechanics (a missing comma after *For these reasons*). However, this error does not interfere with meaning and is mitigated by the absence of errors throughout the remainder of the response, including correct comma use elsewhere.

Did you know that horses need their nails clipped just like us? It is alright if you do not. Horses need us to clip their nails, but you must have the right tools. First, you need a hoof pick to clean the dirt that builds up. Then get the nippers, those clip the hoof. Then, the shoes get nailed in. Horses need their nails clipped too.

Development of Ideas: 2

This response shows only partial understanding of the given task. Ideas are somewhat developed by using some reasoning and some evidence from the text. This response does identify several tools and their importance, largely in their own words. Even though the development around each of these ideas is limited and the response could be strengthened with additional engagement, this response represents the higher end of the “2” score point.

Writing Organization: 3

The writing demonstrates evidence of planning and a progression of ideas that allows the reader to follow the writer’s ideas. The response opens with an engaging introduction (*Did you know that horses need their nails clipped just like us? It is alright if you do not...*) that effectively outlines the content of the response. Words, clauses, and transitions are used effectively to clarify the relationships among claims, reasons, details, and evidence (e.g., *First, Then*). The writing contains an attempt at a conclusion (*Horses need their nails clipped too.*) that refers back to the introduction.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, particularly when engaging the reader with rhetorical questions. Sentences are fluent and varied in length and structure, successfully crafting multiple compound and complex sentences.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains minor errors in mechanics. However, these errors mostly occur when attempting complex sentence structures (e.g., *Then get the nippers, those clip the hoof.*) and they do not interfere with meaning.

Farriers use several different tools to clean, clip, and give new shoes to horses.

They use a hoof pick to clean out the dirt that builds up around the frog of the hoof.

Nippers are like nail clippers. They clip the horse's hoofs.

Farriers also put shoes on horses. They are called horseshoes. they hammer little nails through the horseshoe and into the hoof wall.

So this is what farriers use their tools for.

Development of Ideas: 2

This response shows only partial understanding of the given task. Ideas are somewhat developed by using some reasoning and some evidence from the text. This response does identify several tools and their importance, largely in their own words. Even though the development around each of these ideas is limited and the response could be strengthened with additional engagement, this response represents the higher end of the “2” score point.

Writing Organization: 2

The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer’s ideas. The response opens with an introductory statement that outlines the direction of the response (*Farriers use several different tools to clean, clip, and give new shoes to horses.*). Words, clauses, and transitions are infrequently used to clarify the relationships among claims, reasons, details, and evidence, contributing to a disjointed and uneven flow. The writing contains a limited conclusion.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, particularly when engaging the reader with rhetorical questions. Sentences are fluent and varied in length and structure, successfully crafting multiple compound and complex sentences. The writing contains a few minor errors in grammar and usage (e.g., using *hoofs* instead of “hooves” and the presence of a sentence fragment), but they do not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains one error in mechanics (the lack of capitalization in *they hammer...*). However, this error does not interfere with meaning and is mitigated by the absence of errors throughout the remainder of the response, including the successful execution of compound and complex sentence structures (e.g., *Farriers use several different tools to clean, clip, and give new shoes to horses.*).

I have read a passagge called ''A Visit from the Farrier'',here is so facts about ''A Visit from the Farrier.'' The toots are yewst to help the horses hooves and it is important becuase if you don't it cood caws the hose to be inpain wen it walks. According to paragraf three if the hooves git too long it could mack it hard and painful for the horse to walk. The hores requiyerd ever two months to cut there nails. here is some fact about ''A Visit from the Farrie.''

Development of Ideas: 2

The writing is unclear and shows only partial understanding of the given task, as it explains the importance of the tools, but never explicitly identifies them. Ideas are somewhat developed by using some reasoning, but the descriptions provided are dependent on the passage and are also repetitive (e.g., *...in pain when it walks*. and *...it could make it hard and painful for the horse to walk*.). The response utilizes both cited and paraphrased evidence from the text. Overall, this response represents the lower end of the “2” score point.

Writing Organization: 2

The writing demonstrates evidence of planning with some logical progression of ideas that allows the reader to follow the writer’s ideas. The response opens with a limited introductory statement that attempts to provide direction to the response (*I have read a passage called “A Visit from the Farrier”, here is some facts about “A Visit from the Farrier.” The tools are used to help the horses hooves and it is important because...*). Words, clauses, and transitions are infrequently used to clarify the relationships among claims, reasons, details, and evidence, contributing to a disjointed and uneven flow. The writing contains a limited conclusion (*here is some fact about “A Visit from the Farrier.”*).

Language Conventions of Grammar and Usage: 1

The writing demonstrates frequent errors in grammar and usage. The response attempts to craft a variety of sentence structures. However, the frequent errors in grammar and usage and mechanics lead to an uneven, awkward, and monotonous reading. The writing contains a pattern of errors in grammar and usage (e.g., using the plural *horses* instead of the possessive “horse’s”, using *there* instead of “their”, errors in subject-verb agreement, and missing words) that impedes meaning.

Language Conventions of Mechanics: 1

The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). The response contains numerous errors in punctuation. There is also a sentence that lacks proper capitalization (*here is some fact...*). There are frequent spelling errors, particularly in grade-level vocabulary, which significantly impede clarity (e.g., *tools, yewst, cood, caws, wen, git, mack*). Overall, the writing contains a pattern of errors in mechanics that impedes meaning.

The tools that she uses is a hoof pick,nippers,file and a hammer. The tools are important because she likes her job and she likes helping horses.

Development of Ideas: 1

This limited response does address the prompt (*The tools that she uses...* and *The tools are important because...*) but shows a lack of understanding of the given task. Ideas are developed with limited original reasoning (*...she likes her job and she likes helping horses.*) and little evidence from the text.

Writing Organization: 1

The writing shows an attempt at planning by first listing the tools and then referring to the importance of the tools. The response contains no introduction or conclusion. There are no transitions present. Due to the lack of development, there is little information to organize and no cohesiveness.

Language Conventions of Grammar and Usage: 2

The writing establishes and maintains tone appropriate to task, purpose, and audience. Word choice is precise, effective, and purposeful, providing a concise response to each part of the task. The two sentences are fluent. The first sentence is compound and the second sentence is complex. The writing contains a minor subject-verb agreement error in grammar and usage (e.g., *is* instead of “are”), but it does not interfere with meaning.

Language Conventions of Mechanics: 2

The writing demonstrates a consistent command of the conventions of standard English (punctuation, capitalization, spelling).

A Visit from the Farrier

First, It's important to have tool on a farm because you mit have to clean a horses ' hooves.Next,It's important to have tool on a farm because horses walk and run on they hooves about 30 miles a day,and that wears their hooves down naturally.Then,She uses a hoof pick to clean out the dirt that buils up around the foot.Last,It's hard to make all the even,so Natasha must file any rough edges smooth.

Development of Ideas: 1

This limited response does address the prompt in describing the tools and their importance, but the dependence on the passage for a large portion of the response demonstrates a lack of understanding of the given task. Ideas are developed by using limited original reasoning in the first sentence, but the remainder of the response is comprised of descriptions that are almost entirely language from the passage.

Writing Organization: 1

The writing shows an attempt at planning, but the progression of ideas is not always logical, making it more difficult for the reader to follow the writer's message or ideas. This response utilizes transitions (e.g., *First, Next, Then, Last*), but the ideas that are being connected are not related to one another chronologically. This misuse of transitions contributes to a disjointed flow. The writing lacks an introduction and conclusion.

Language Conventions of Grammar and Usage: 1

The writing demonstrates frequent errors in grammar and usage. Attempts are made to craft a variety of sentence structures. However, the frequent errors in grammar and usage and mechanics lead to an uneven, awkward, and monotonous reading. The writing contains a pattern of errors in grammar and usage (e.g., *horses'* instead of "horse's", using *they* instead of "their"), errors in subject-verb agreement (e.g., using the singular *tool* after the infinitive *to have*), and missing words, all of which impede meaning.

Language Conventions of Mechanics: 1

The writing demonstrates an inconsistent command of the conventions of standard English (punctuation, capitalization, spelling). There are numerous errors in capitalization (e.g., *First, It's; Next, It's; Then, She; and Last, It's*). In the original student content, there is a spelling error in grade-level vocabulary (e.g., *mit*). Overall, the writing contains a pattern of errors in mechanics that occasionally impedes meaning.

Farrrier, Nataha give horses shos new shos first she check how long his feet is. next she makes the horses run. then trimm the horses.doesn;t hurt celp toonails and take off horsshoesand.pot new horsshos on the hors and pineful. the tools a hammer and a nippers and nippers hrehammes nian to nian.

Development of Ideas: 1

This limited response does address the prompt but shows a lack of understanding of the given task. Ideas are developed with limited reasoning and little evidence from the text. While the ideas expressed are unclear due to significant errors in grammar and usage and mechanics, there are attempts to describe several tools from the passage (e.g., *horses shos, the tools a hammer and a nippers...*) and details about what happens during a visit from the farrier.

Writing Organization: 1

The writing shows an attempt at planning, but the progression of ideas is not always clear, making it more difficult for the reader to follow the writer's message or ideas. Words, clauses, and transitions (e.g., *...first...* and *then...*) are used sparingly and ineffectively to clarify the relationships among claims, reasons, details, and evidence. However, there is a discernible logical organizational structure present, as the tools are described in the order they are utilized during a visit from the farrier. The writing contains an unclear introductory statement (*Farrier, Nataha give horses shos new shoes...*) and lacks a conclusion.

Language Conventions of Grammar and Usage: 0

The writing fails to maintain tone appropriate to task, purpose, and audience. Words are functional and simple. There are significant errors in sentence construction (e.g., missing words and sentence fragments), resulting in an unclear and disjointed response that is difficult to read. The writing contains egregious errors in grammar and usage that impede meaning.

Language Conventions of Mechanics: 0

The writing demonstrates very limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains egregious errors in mechanics that impede meaning. Periods, commas, and semicolons are misused throughout the response. There are numerous errors in capitalization. There are frequent spelling errors, particularly in grade-level vocabulary, that significantly impede clarity.

the tools the person uses, and why are important so they can build house, new houes, they tar houes down. if house on fire it is bran. baeuse they are in fire. the tools the person uses, and why are important so they can build house, new house, they tar house down.

Development of Ideas: 0

While this response is about tools (meaning it does not qualify for a non-scoreable code), it shows no understanding of the given task and fails to address the prompt. There is no evidence from the passage, and the descriptions and details provided are unclear and irrelevant to the task (e.g., *...so they can build house...*). Even though the response utilizes the words *tools* and *important*, the content of the response is almost entirely unrelated to the given task and is unable to receive a score higher than a “0”.

Writing Organization: 0

The writing lacks evidence of planning (random order) or a progression of ideas, making it difficult for the reader to follow the writer’s message or ideas. While there is a limited introductory phrase (*the tools the person uses, and why are important so...*), the remainder of the response contains few transitional words, clauses, and phrases. The relationships among claims, reasons, details, and evidence are unclear.

Language Conventions of Grammar and Usage: 0

The writing fails to maintain tone appropriate to task, purpose, and audience. Words are functional and simple and are largely inappropriate to the task. There are significant errors in sentence construction, resulting in an unclear and disjointed response that is difficult to read. The writing contains egregious errors in grammar and usage that impede meaning.

Language Conventions of Mechanics: 0

The writing demonstrates very limited command of the conventions of standard English (punctuation, capitalization, spelling). The writing contains egregious errors in mechanics that impede meaning. Commas are repeatedly misused throughout the response. There is no capitalization present at the beginning of sentences. There are frequent spelling errors that significantly impede clarity.

Additional Potential Prompts for this Passage

Standard W.3.1

- You have just read “A Visit from the Farrier,” a passage about a person who helps horses. In the passage Natasha discusses tools used to keep horses' hooves healthy. Which tool do you think is most important? Use key details and examples from the passage to support your ideas.

Standard W.3.3

- You have just read “A Visit from the Farrier,” a passage about a person who helps horses. Imagine you are a farrier. Write a journal entry about your visit to Alyssa's farm. Use key details and examples from the passage to support your ideas.



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Questar Assessment Inc.

5550 Upper 147th Street West

Minneapolis, MN 55124

(800) 688-0120

www.questarai.com