



## MAAP Writing Rubric Scoring Guidance and Student Samples Grade 3

This document contains a released passage, prompt, and five sample student responses. The following scores and annotations have been created by MDE staff who attended the Questar MAAP Writing Rubric Training in the fall. It is suggested that coaches, teachers, and/or administrators conduct a series of sessions or Professional Learning Communities (PLCs) for each domain to allow practice for annotating authentic student writing samples collected from your student population.

*Note: The scores that are assigned to these samples have not gone through the Rangefinding process conducted by Questar and should only be used as guidance when training at the local level. The gray sections indicate the domain to which each sample should be scored during training.*

**DIRECTIONS: Read the following passage and write a response to the prompt that follows.**

## **Rescuing Miracle**

by Rhonda H. Rucker, M.D.

### **A sick and starving cub got better with the help of a teddy bear.**

- 1 On a June day in Arkansas, some fishermen saw a bear cub in a tree. Hours went by, and the cub's mother didn't return. So the fishermen called wildlife biologist Rick Eastridge.
- 2 The bear cub was sick and starving. He weighed only five pounds and his eyes were matted shut. Eastridge called Lisa Stewart, who works at Appalachian Bear Rescue in Tennessee. Appalachian Bear Rescue helps injured wild bears and cubs who have lost their mothers.
- 3 "I always make room for a new cub," says Stewart. She named the bear Miracle because she "thought it was a miracle he had survived!"

### **Ears and Applesauce**

- 4 When the bear cub arrived, Stewart cleaned his eyes and put him in a house by himself. If cubs are very young, they must be bottle fed. Since Miracle was already five months old, Stewart gave him bowls of food instead. In another bowl was a special formula, similar to a bear mother's milk.
- 5 Sometimes, Miracle would poke his head out of his house and take a lap of formula or a bite of food. But he wasn't eating very much.
- 6 Miracle was too weak to be with other bears. So Stewart gave him a teddy bear named Buddy. Miracle adopted Buddy right away. He took it into his house and covered it with straw. He fed Buddy, too. Stewart often found the teddy bear covered in formula and berries and its ears full of apple chunks. Now that Miracle had Buddy, he came out of his house more often and wanted to eat.

### **Into the Wild**

- 7 After two months, Stewart introduced Miracle to other bears so they could learn from one another. She avoided any direct contact with Miracle and the other bears. Stewart wanted to make sure they stayed afraid of humans so they could go back into the wild again. She hid behind a fence and threw food over the top. The bears hunted for this food as they would soon do in the wild.
- 8 Five months later, Rick Eastridge returned to pick up a healthy 90-pound Miracle and another bear from Arkansas named Rocky. Eastridge loaded the bears into bear boxes on his truck and transported them back to their wild habitat. As soon as the bear boxes were opened, the two cubs ran for the woods where they belonged.



Bibliography Information:

"Rescuing Miracle" by Rhonda H. Rucker, M.D., February 2013, *Highlights for Children*,  
www.highlightskids.com

**Read the prompt below and then write your response.**

**You have read an article about a bear who is cared for by a wildlife biologist. Write an informational piece describing how Lisa Stewart helps Miracle the bear cub return to the wild. Use examples from the passage in your explanation.**

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

**Please write your response within the lined boxes on pages 5 through 9.**

## MAAP Writing Rubric Scoring Guidance and Student Samples Grade 3

### Standard: W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

**Prompt:** You have read an article about a bear who is cared for by a wildlife biologist. Write an informational piece describing how Lisa Stewart helps Miracle the bear cub return to the wild. Use examples from the passage in your explanation.

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### Sample Student Responses

#### Sample A

I have read an article about a bear who is cared for by a wildlife biologist. Lisa Stewart helped this sick and starving cub. Let me tell you how Lisa Stewart helped this cub get back to the wild. To start, on a June day in Arkansas, a fisherman saw a cub. So after hours when the mother didn't return so the fisherman called a wildlife biologist, Rick Eastidge. Further, the cub was very sick and starving. He had only weighed five pounds and his eyes were matted shut. Eastidge had called Lisa Stewart, who works at Appalachian. The last reason, when the cub arrived, Stewart cleaned his eyes and then she put him in his own little house by himself. Miracle would poke his head sometimes so he can eat. But he only eats a little, then Miracle had a devoted buddy, Stewart wanted to make sure they stayed away from humans. And soon Miracle and another cub was back in the wild again. To conclude, this is how Lisa Stewart helped Miracle.

#### Sample B

Even wild animals need help. In the passage "Rescuing Miracle" a bear cub is cared for by wildlife biologist Lisa Stewart. Let me tell you how she helps the bear. First, Lisa helped Miracle by giving him just one teddy bear so he could have a friend next, she fed him to help him get stronger and introduced him to other bears to learn new things. She made him feel better now he's in the wildlife where he belongs. I think Lisa did a good job. To conclude this is how Lisa helped Miracle.

#### Sample C

In this story she took the bear cub in the house so she can feed him every time he gets up he goes outside. The bear cub went back into the wild because a transport truck came to pick Miracle up and another cub named Rocky and Rocky was hunting for food. But they had a good time together and Miracle survived.

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### Sample D

Lisa Stewart helps the Miracle bear cub return to the wild by helping the bear stay afraid of humans so the bear will easily go back to its habitat. From paragraph 4 it states, "When the bear cub arrived, Stewart cleaned his eyes and put him in a house by himself. That sentence right there tells you that she was trying to help the baby cub. I found this important sentence in paragraph 4. This was the first sentence I saw that helped support what I am trying to explain. The question was asking me to find examples how Lisa helps the bear get back to the wild. When I was scrolling down, that one sentence caught my eye, and that is why I wrote it down. Lisa has most likely helped a lot of bears especially Miracle. If Miracle could talk I bet she would say thank you to Lisa, the fisherman, and Ricky. In conclusion, Lisa Stewart is great with bears, and I hope that Miracle lives a great life.

### Sample E

I have read the passage miracle about a sick bear need help . the bear cud was sick to the bear rescue in Tennessee. Appalachian bear rescue in cud who lost their mother. Last east ride returned to pick up a the cud to the wood. First bear cud lost their mother a new cud their said make room for you. when the cud arrived the cud their tell wurw about mother their bite the food.

## MAAP Writing Rubric Scoring Guidance and Student Samples Scores and Annotations Grade 3

### Sample A

<b>Development</b>	<b>1</b>
Organization	1
Grammar	2
Mechanics	1

**Development-** Beginning with the section “To start...” and continuing to “...in the wild again” is a summary. Normally summaries get a zero, but this student has original thought before this section and one sentence after the section. This student also uses the word helped, so we know that they have a minimal understanding of what is expected of them.

**Organization-** The summary is told in order which falls under a score point of one. The response does include an introduction and conclusion, but they do not pertain to the body of the essay which also falls under a score point of one.

**Grammar-** Sentences are fluent and varied in length and the writing maintains a tone appropriate to task and word choice is effective. A few minor errors that do not interfere with meaning.

**Mechanics-** The student shows an inconsistent command of spelling and capitalization which is “one” like and punctuation is “two” like, but the response best fits in the score point of one. These errors occasionally impede meaning.

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### Sample B

<b>Development</b>	<b>3</b>
<b>Organization</b>	<b>3</b>
Grammar	2
Mechanics	1

**Development-** This response is generally clear and focused which is 3 like. It contains logical reasoning which is also 3 like. (gave him bear **so he had a friend**, fed him **to help him get stronger**, introduced him to other bears **to learn new things**.) The details are specific, relevant, and accurate based on the text which is 4 like but are listed which is 2 like. This response would best fit in the 3-score point.

**Organization-** This response has a basic conclusion which is 2 like but has a 3 like introduction that contributes to the cohesiveness of the essay. Transitions are used effectively which is 3 like and includes a logical progression of ideas which is also 3 like.

**Grammar-** Errors are few and minor, and do not impede meaning. Tone is appropriate to task, purpose and audience.

**Mechanics-** Pattern of capitalization and punctuation errors are present. Personal I is written in lower-case. Mechanical errors occasionally impede meaning. Spelling is more 2-like.

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### Sample C

Development	0
<b>Organization</b>	<b>1</b>
Grammar	1
Mechanics	1

**Development-** Writing shows no understanding of the given task. Writing is a summary of the text, with no reasoning and little evidence.

**Organization-** Retell of the story generally in order.

**Grammar-** Word choice is limited. Some sentences awkward, run-on sentences present. Grammar errors occasionally impede meaning.

**Mechanics-** Pattern of errors in capitalization and punctuation that occasionally impede meaning.

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### Sample D

Development	1
Organization	1
<b>Grammar</b>	<b>2</b>
Mechanics	2

**Development-** Student uses the key word *help* in the topic sentence demonstrating minimal understanding of the task. Student uses evidence but lacks reasoning.

**Organization-** Introduction and conclusion are present but are disconnected from rest of essay. The student's ideas and answer is difficult to follow.

**Grammar-** The student receives a 2 in Grammar because the student demonstrates strong command of the English language. Varied sentence structures are present, and word choice is effective. Few minor errors (sprinkling) are present in grammar and usage. The meaning is not impeded.

**Mechanics-** The student receives a 2 in Mechanics because the student demonstrates a consistent command of capitalization, punctuation, and spelling. There are minimal and few errors, and no meaning is impeded.

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### Sample E

Development	1
Organization	0
Grammar	0
<b>Mechanics</b>	<b>0</b>

**Development-** The student shows original thought and minimal understanding of the task by using the key word *help* in the topic sentence.

**Organization-** The student lacks evidence of planning, difficult to follow writer’s message or ideas. Introduction and conclusion are disconnected to content of the essay.

**Grammar-**The student receives a zero because the writing fails to maintain appropriate tone. Errors are egregious and impede meaning. The essay is nearly unreadable and hard to follow.

**Mechanics-** The student receives a zero because the writing shows little command of mechanics, notably spelling. Egregious spelling errors impede the meaning of the essay. Essay is unreadable and hard to follow.