

ARCHDIOCESE OF CINCINNATI  
WRITING SAMPLE -- GRADE 3 - WINTER, 2010

**GENERAL INSTRUCTIONS-PLEASE READ BEFOREHAND**

**READ AND PREPARE PRIOR TO WRITING DATE (March 1-5, 2010)**

1. Once students begin drafting their work, teachers may only answer questions that clarify the directions. They may not help students write, revise, or edit. Teachers may not correct drafts.
2. Use regular loose leaf paper for the final copy. Write on one side only. Please - no spiral bound paper. **Students are encouraged to write at least one side of loose leaf.** Shorter papers frequently lack the development necessary for scoring. **Maximum length: 4 sides/pages.**
3. Have students use a dark pencil or pen for the final copy. Students may print or use cursive, but writing must be legible.
4. Students' names **or school name** should not appear on the final copy.
5. Your school will receive a packet of adhesive labels, precoded for each student's paper. Use these on the final copies.
  - \* the first three numbers are the school code **- this may have changed**
  - labels:* \* the next three numbers are the student code
  - \* the last two numbers are the grade level

**Place one label on the top right-hand corner of each student's first page. Please, it is important that the label be in this position. Obscuring part of the title is not a concern. Copy the identification code onto the upper right-hand corner of any additional pages.** (Papers do get separated at times.) Keep a listing of student names and identification codes (form provided) so that you can identify papers when the results come in. **Do not** send that sheet to the scoring.

6. Staple together all pages of the student's final copy. Please staple the upper left-hand corner only.
7. Illustrations should not be included.
8. Because this is a testing situation, all work must be done individually. Students may not draft, revise, or edit in groups or with teacher help. All written work should be completed at school, not at home. Collect student work each day.
9. GIVE ALL PAPERS TO THE PRINCIPAL. Your school's scorer(s) should bring all papers to the local scoring site on the appointed day. **If your school is not sending a scorer to the session, it is vital that the papers be mailed or delivered to the site for scoring on the appointed day. Be sure to include the COVER SHEET with the samples.**
10. Student papers will be returned with the scores. You must keep a record of student names and numbers in order to file papers and scores. (see #5 above) **The form for this is at the end of this file.**
11. Teachers need to know the prompt as soon as possible. They may read stories to the class before the writing date in order to refer to them in prewriting work. Students, however, are **not** to be given the prompt before February 25, nor should any of the prewriting activities be done before that date.

ARCHDIOCESE OF CINCINNATI  
COMPETENCY BASED EDUCATION  
WRITING SAMPLE -- GRADE 3

READ AND PREPARE PRIOR TO WRITING DATES  
(March 1-5, 2010)

*TEACHER DIRECTIONS*

The writing sample prompt for 2010:

**On the kitchen table is a package with your name on it. Tell us the rest of the story.**

Teachers familiar with your grade level will be reading your papers.

**NOTE TO TEACHERS:**

The "package" can be any size, shape or color, wrapped, boxed, or in a bag. Students may associate it with a special event (birthday, Christmas), but that is not necessary. The "rest of the story" means what happened after that.

**N.B.** The prompt asks students to write their own original composition. You may put the prompt on the board or reproduce it for your students. Teachers **MAY NOT** write sample beginning sentences, even student generated ones, on the board for students to use. They may not list what students could/should write to develop the topic, or list sample closing sentences, or indicate to students what comes next in their composition. **The whole idea of a writing sample is to see if the student can organize the piece on his/her own, and develop it with appropriate beginning, middle, and ending sentences.** Teacher input is limited to prewriting activities and discussion only, but we do encourage teachers to do as many prewriting activities as they can to help students clarify the topic and get ideas for the development of their own writing.

The writing sample incorporates the writing process. Therefore, students will need to prewrite, draft, revise, edit, and prepare a final draft. Teachers are encouraged to talk about the scoring rubric with the students **before** introducing the actual prompt.

**TIME IS NOT A FACTOR.** Students should probably work for 30-45 minutes during each of the days allotted. Use the time as you need it. Be sure to allow students sufficient time to **COMPLETE** re-copying.

*DAY ONE - PREWRITE*

Following are several prewriting techniques that may be helpful. Choose the ones that you feel will be the most helpful to your students. Do not feel you must do all of these activities, but it is preferable to do more than one.

1. Students might discuss special packages they have received in the past, how they felt about the package when they first saw it, what they might have thought it could be, who might have sent it and why.
2. Books may be read ahead of time as long as the prompt is not revealed to the students. These selections are generally available from public libraries, but you may need to request them in advance. Some suggestions for reading include:

*Mystery Bottle*  
*A Gift*  
*The Mysterious Package*  
*Boxes for Katje*  
*Anna in the Garden*  
*Something for James*  
*The Gift of Nothing*  
*Surprise!*

Kristen Balouch  
Yong Chen  
Francesca Chessa  
Candice Fleming  
Diane Dawson Hearn  
Shirley Isherwood  
Patrick McDonnell  
Mary Packard

You might discuss with students details that the author included that helped the reader better understand or “feel” the character’s experience.

3. Have students brainstorm ideas, and web or cluster details around a package. What size might it be? Who might have sent it? How did they feel it? Was it what they expected?
4. You, their teacher, might tell about a package you received.

### *DAY TWO - DRAFT*

1. Review the prompt. Put it on the board or overhead.
2. From the prewriting experience(s), students should begin to write.
3. Day two is for drafting the piece of writing. Tell students this is **not** the paper they will turn in. The important thing is to get thoughts and ideas on paper.

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COLLECT ALL PAPERS AT THE END OF EACH WRITING SESSION  
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### *DAYS THREE, FOUR, AND FIVE*

#### REVISE

1. Return the students' drafts.
2. Ask students: (Use overhead or board)
  - a. Is your piece on topic?
  - b. What details can you add to help the reader understand and enjoy your paper?
  - c. Do you need to rearrange any ideas or details?
  - d. Do you need to take out any information or details that may confuse the reader?
3. Allow **time** to revise.
4. Share with students the criteria on which the papers will be scored. (You may wish to paraphrase or interpret the rubric for the students.)

## EDIT

1. Give students a copy of the included editing checklist or put it on a transparency. You may go over it orally if that would be helpful.
2. Ask students to look over their papers for those items and to **make any necessary corrections**.
3. Reference materials such as dictionaries, thesauruses, and grammar books may be used.

### EDITING CHECKLIST

- \_\_\_\_\_ 1. Did I write a story about the topic?
- \_\_\_\_\_ 2. Do all of my sentences tell about the topic?
- \_\_\_\_\_ 3. Did I use descriptive words?
- \_\_\_\_\_ 4. Are all of my sentences in the right order?
- \_\_\_\_\_ 5. Do all of my sentences sound right and make sense?
- \_\_\_\_\_ 6. Did I indent all paragraphs?
- \_\_\_\_\_ 7. Did I use capital letters correctly?
- \_\_\_\_\_ 8. Did I punctuate correctly?
- \_\_\_\_\_ 9. Did I spell correctly?
- \_\_\_\_\_ 10. Did I use my best writing?

## PUBLISH

1. Have students prepare a final copy to turn in for scoring. Remind them to use their best handwriting or printing. Be sure to allow students sufficient time to **complete** re-copying.
2. Remind them **not** to put **their name or school name** on the paper.

Students will need differing amounts of time to revise and edit. This is why three days are allotted to those tasks. Use your own best judgment about pacing the work, but **allow all students time to finish the final copy**.

**PLEASE MAKE SURE THE FINAL PAPERS ARE CODED AND  
THAT THE IDENTIFICATION CODE IS COPIED ONTO THE UPPER RIGHT-HAND CORNER  
OF ANY ADDITIONAL PAGES. STAPLE ALL PAGES TOGETHER.**

**Print the following page and send it with the writing samples. All samples from one school should be submitted together.**

**Student Identification List form follows the cover page. Keep the Student ID List for your own use.**

ARCHDIOCESE OF CINCINNATI

WRITING SAMPLE - **GRADE 3**

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**RETURN THIS COVER SHEET WITH  
THIRD GRADE PAPERS**

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School \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_

School Writing Sample Code # \_\_\_\_\_

List **first** code number used: \_\_\_\_\_

List **last** code number used: \_\_\_\_\_

Please list any numbers **in between** that are **NOT** included with these samples:

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(person completing form or contact person)

