

Informative/Explanatory Writing Rubric Grade 3

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic clearly (4W2a) ▪ groups related information together in paragraphs and sections (4W2a) ▪ links ideas within categories of information using words and phrases (4W2c) ▪ provides a concluding statement or section related to the information or explanation presented (4W2e) ▪ produces clear and coherent writing appropriate to task, purpose and audience (4W4) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic (3W2a) ▪ groups related information together (3W2a) ▪ uses linking words and phrases to connect ideas within categories of information (3W2c) ▪ provides a concluding statement or section (3W2d) ▪ produces writing appropriate to task and purpose, with guidance and support from adults (3W4) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to introduce the topic ▪ attempts to group related information together ▪ attempts to use linking words and phrases to connect ideas within categories of information ▪ attempts to provide a concluding statement or section ▪ attempts to produce writing appropriate to task and purpose, with guidance and support from adults 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to introduce the topic ▪ makes little or no attempt to group related information together ▪ makes little or no attempt to use linking words and phrases to connect ideas within categories of information ▪ makes little or no attempt to provide a concluding statement or section ▪ makes little or no attempt to produce writing appropriate to task and purpose, with guidance and support from adults 	Organization/ Purpose 2 x ____ = ____
<p>The writing –</p> <ul style="list-style-type: none"> ▪ includes formatting, illustrations, and multimedia when useful to aiding comprehension (4W2a) ▪ develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic (4W2b) ▪ uses precise language and domain specific vocabulary to inform or explain about the topic (4W2d) ▪ uses relevant information from experiences or print and digital sources (4W8) ▪ provides a list of sources, when appropriate (4W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ includes illustrations when useful to aiding comprehension (3W2a) ▪ develops topic with facts, definitions, and details (3W2b) ▪ uses information from experiences or print and digital sources (3W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to include illustrations when useful to enhance comprehension ▪ attempts to develop topic with facts, definitions, and details ▪ attempts to make use of information from experiences or print and digital sources 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to include illustrations when useful to enhance comprehension ▪ makes little or no attempt to develop topic with facts, definitions, and details ▪ makes little or no attempt to make use of information from experiences or print and digital sources 	Evidence/Elaboration 2 x ____ = ____
<p>The writing –</p> <ul style="list-style-type: none"> • demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (4L1-2)* ▪ has errors that do not interfere with understanding (4L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> • demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (3L1-2)* ▪ has errors that do not interfere with understanding (3L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that interfere with understanding 	Language/ Conventions 1 x ____ = ____

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 2

CONVENTIONS CHART GRADE 3

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> • Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) (3L2e) • Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words (3L2f) • Correctly spell words at grade level and below 	<p>Capitalize</p> <ul style="list-style-type: none"> • Appropriate words in titles (3L2a) 	<p>Commas:</p> <ul style="list-style-type: none"> • In addresses (e.g. 12345 67th Ave., Spokane, WA) (3L2b) • use commas and quotation marks in dialogue (3L2c) <p>Apostrophe:</p> <ul style="list-style-type: none"> • In possessive nouns (e.g., the dog's house, the dogs' houses) (3L2d) 	<p>Nouns:</p> <ul style="list-style-type: none"> • Correctly use regular and irregular plural nouns (3L1b) • Correctly use abstract nouns (e.g., childhood) (3L1c) <p>Verbs:</p> <ul style="list-style-type: none"> • Correctly use regular and irregular verbs (3L1d) • Correctly use simple verb tenses (e.g. I walked; I walk; I will walk) (3L1e) <p>Adjectives:</p> <ul style="list-style-type: none"> • Correctly use comparative and superlative adjectives and adverbs (3Lg) <p>Agreement:</p> <ul style="list-style-type: none"> • Correctly use pronouns that match a (close) antecedent* (<i>The boy walked his dog</i>) (3L1f) • Correctly use subject verb agreement* (<i>He has ...; They have ...</i>) (3L1f) <p>Conjunctions:</p> <ul style="list-style-type: none"> • Correctly use coordinate (e.g., and but) and subordinate conjunctions (e.g., because) (3L1h) 	<ul style="list-style-type: none"> • Produce simple, compound, and complex sentences. (3L1i)

* as appropriate for grade level

Adapted from the *Smarter Balanced – Conventions Chart – April, 2014*

Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier