

3rd Grade Narrative Story Writing Rubric – Unit 1

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Construct Measured	3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing	<p>W.3.3a (L/M)</p> <p>(Organization & Structure) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> establishes a situation in an engaging way that draws the reader in. <input type="checkbox"/> introduces a <u>narrator</u> and/or characters in an interesting way. <input type="checkbox"/> skillfully organizes an event sequence that unfolds naturally; clear beginning, middle and end. 	<p>(Organization & Structure) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> partially develops the situation in the introduction. <input type="checkbox"/> introduces a <u>narrator</u> and/or characters in a simple or general way. <input type="checkbox"/> organizes event sequences in an understandable order. 	<p>(Organization & Structure) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fails to establish a situation. <input type="checkbox"/> does not introduce a <u>narrator</u> and/or characters. <input type="checkbox"/> has no evident sequencing of events. 	<p>12-15 = Meets 9-11 = Approaching < 9 = Below</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">Subtotal:</div>
	<p>W.3.3c (L/M)</p> <ul style="list-style-type: none"> <input type="checkbox"/> skillfully uses multiple (3+) temporal <u>words</u> and phrases to signal event order. <p>W.3.3d (L/M)</p> <ul style="list-style-type: none"> <input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion that follows from the narrated experiences or events. 	<ul style="list-style-type: none"> <input type="checkbox"/> uses some (1-2) temporal <u>words</u> and phrases to signal event order. <input type="checkbox"/> provides a recognizable or simple conclusion; may be underdeveloped. 	<ul style="list-style-type: none"> <input type="checkbox"/> fails to use any temporal <u>words</u> and phrases to signal event order. <input type="checkbox"/> has no conclusion. 	
	<p>W.3.3b (L)</p> <p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response. <input type="checkbox"/> skillfully uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations with specificity and vivid details. 	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> addresses the prompt/task with some drift in focus. <input type="checkbox"/> offers some simple dialogue and descriptions of actions, thoughts, and feelings to tell about experiences and events or attempts to show the responses of characters to situations with some detail. 	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> does not address the prompt/task; lacks focus. <input type="checkbox"/> fails to develop experiences and events or to give details to show the responses of characters to situations. 	<p>5-6 = Meets 4 = Approaching < 4 = Below</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">Subtotal:</div>

L = Learned M = Mastered A = Applied

() = partially meets requirements of the standard.

Underlined Text = the focus of instruction when only a portion of the standard is assessed.

3rd Grade Narrative Story Writing Rubric – Unit 1 (Continued)

Language	L.3.1 (L)	(Sentence Fluency) The writing: <input type="checkbox"/> incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.	L.3.2 (L)	(Conventions) The writing: <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	(L.3.5) (L.3.6) (L)	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> accurately uses a variety of <u>words</u> and phrases that make the writing interesting. Strong vocabulary makes it easy to “see” what the author is trying to convey.	(Sentence Fluency) The writing: <input type="checkbox"/> has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding.	(Conventions) The writing: <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.	(Sentence Fluency) The writing: <input type="checkbox"/> has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.	(Conventions) The writing: <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> uses a limited range of <u>words</u> and/or some vocabulary is misused making the message unclear.	7-9 = Meets 5-6 = Approaching <5 = Below
	Subtotal:											
	*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.						Score “O” - The writing is scored with “O” when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.					
24 – 30 = Meets Grade Level Expectations 18 – 23 = Approaching Grade Level Expectations < 18 = Below Grade Level Expectations											Overall Score: 	

<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., <i>childhood</i>). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). <p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
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3rd Grade Opinion Text-Based Writing Rubric – Unit 2

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension*	RI.3.1 or RL.3.1 (L/M)	(Citing Text) The writing: <input type="checkbox"/> accurately makes 2 or more references to what the text says explicitly as the basis for answering the prompt and/or task.	(Citing Text) The writing: <input type="checkbox"/> makes at least 1 reference to what the text says as the basis for answering the prompt and/or task.	(Citing Text) The writing: <input type="checkbox"/> fails to reference the text.	3= Meets 2 = Approaching < 2 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	W.3.1a (L)	(Organization & Structure) The writing: <input type="checkbox"/> clearly introduces a topic or text in an engaging way that draws the reader in. <input type="checkbox"/> provides an opinion related to the text. <input type="checkbox"/> creates an organizational structure that purposefully lists reasons in a logical way.	(Organization & Structure) The writing: <input type="checkbox"/> offers a beginning introduction to the topic or text; may be underdeveloped. <input type="checkbox"/> states an opinion somewhat related to the text. <input type="checkbox"/> has an uneven organizational structure which affects the reader’s ability to always see the connections among the list of reasons.	(Organization & Structure) The writing: <input type="checkbox"/> fails to introduce or reference a topic or text. <input type="checkbox"/> does not state an opinion. <input type="checkbox"/> does not use identifiable organization; writing lacks a sense of direction or seems random.	10-12 = Meets 7-9 = Approaching < 7 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
Writing	W.3.1d (L)	<input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion.	<input type="checkbox"/> provides a simple conclusion; may be underdeveloped.	<input type="checkbox"/> has no identifiable conclusion.	

3rd Grade Opinion Text-Based Writing Rubric – Unit 2 (continued)
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Writing	W.3.1b (L)	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> skillfully addresses the prompt/task with a clear, focused, engaging response.	W.3.1c (L)	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> skillfully provides 2 or more reasons that convincingly support the opinion.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> does not address the prompt/task; lacks focus.	7-9 = Meets 5-6 = Approaching <5 = Below Subtotal:
		<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> skillfully uses a variety of carefully chosen words and phrases to connect opinions with reasons (e.g., <i>because, therefore, since, for example</i>).	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> provides at least 1 reason that adequately supports the opinion.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> uses words or phrases to connect opinions with reasons; may be mundane, repetitious or inconsistent.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> offers no reasons to support the opinion.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> fails to connect opinions with reasons.	
Language	L.3.1 (L)	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.	L.3.2 (L)	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding.	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.	7-9 = Meets 5-6 = Approaching <5 = Below Subtotal:	
		<p>(Conventions) The writing:</p> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	<p>(Conventions) The writing:</p> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.	<p>(Conventions) The writing:</p> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.			
	(L.3.5) (L.3.6) (L)	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> accurately uses a variety of words and phrases that make the writing interesting. Strong vocabulary makes it easy to “see” what the author is trying to convey.	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> incorporates ordinary words and phrases; features functional vocabulary that communicates the message.	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> uses a limited range of words and/or some vocabulary is misused making the message unclear.			

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. () = partially meets the requirements of the standard.

Score “O” - The writing is scored with “O” when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

26 – 33 = Meets Grade Level Expectation
20 – 25 = Approaching Grade Level Expectation
< 20 = Below Grade Level Expectation

Overall Score:

3rd Grade Informative/Explanatory Writing Rubric – Unit 3

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

	Construct Measured	3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension*	RI.3.1 or RL.3.1 (M/A)	<p>(Citing Text) The writing:</p> <p><input type="checkbox"/> accurately makes 2 or more references to what the text says explicitly as the basis for answering the prompt and/or task.</p>	<p>(Citing Text) The writing:</p> <p><input type="checkbox"/> makes at least 1 reference to what the text says as the basis for answering the prompt and/or task.</p>	<p>(Citing Text) The writing:</p> <p><input type="checkbox"/> fails to reference the text.</p>	<p>3= Meets</p> <p>2 = Approaching</p> <p>< 2 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
Writing	<p>W.3.2a (L/M)</p> <p>(L)</p> <p>(L)</p> <p>W.3.2d (L)</p>	<p>(Organization & Structure) The writing:</p> <p><input type="checkbox"/> clearly introduces the topic in an engaging way that draws the reader in.</p> <p><input type="checkbox"/> creates an organizational structure in which related information is grouped together in a purposeful way.</p> <p><input type="checkbox"/> includes illustrations that are useful to aiding comprehension.**</p> <p><input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion.</p>	<p>(Organization & Structure) The writing:</p> <p><input type="checkbox"/> offers a beginning introduction to the topic; introduction may be underdeveloped.</p> <p><input type="checkbox"/> has an uneven organizational structure which affects the reader’s ability to always see how related information is grouped together.</p> <p><input type="checkbox"/> includes a simple illustration.**</p> <p><input type="checkbox"/> provides a simple conclusion; may be underdeveloped.</p>	<p>(Organization & Structure) The writing:</p> <p><input type="checkbox"/> fails to introduce or reference the topic.</p> <p><input type="checkbox"/> provides a progression of information that lacks cohesion; difficult or impossible to follow.</p> <p><input type="checkbox"/> does not include an illustration.</p> <p><input type="checkbox"/> has no identifiable conclusion.</p>	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>< 7 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>

3rd Grade Informative/Explanatory Writing Rubric – Unit 3 (continued)

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Writing		<p>(Ideas & Content) The writing:</p> <p><input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response.</p> <p><input type="checkbox"/> skillfully develops the topic with at least 2 or more facts, definitions, and details.</p>	<p>(Ideas & Content) The writing:</p> <p><input type="checkbox"/> addresses the prompt/task with some drift in focus.</p> <p><input type="checkbox"/> develops the topic with a simple fact, a definition, and at least 1 detail.</p> <p><input type="checkbox"/> uses generally appropriate words or phrases to link ideas within categories of information; linking words may be mundane or repetitious.</p>	<p>(Ideas & Content) The writing:</p> <p><input type="checkbox"/> does not address the prompt/task; lacks focus.</p> <p><input type="checkbox"/> fails to develop the topic with a fact, a definition, or a detail.</p> <p><input type="checkbox"/> fails to use words or phrases to link ideas within categories of information; connections may be irrelevant or incorrect.</p>	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p><5 = Below</p>	
	<p>W.3.2b (L/M)</p> <p>W.3.2c (L)</p>	<p><input type="checkbox"/> skillfully uses a variety of carefully chosen words and phrases to link ideas within categories of information for clarity.</p>	<p><input type="checkbox"/> Subtotal:</p>			
Language		<p>(Sentence Fluency) The writing:</p> <p><input type="checkbox"/> incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.</p>	<p>(Sentence Fluency) The writing:</p> <p><input type="checkbox"/> has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding.</p>	<p>(Sentence Fluency) The writing:</p> <p><input type="checkbox"/> has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.</p>	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p><5 = Below</p>	
	<p>L.3.1 (L)</p>	<p>(Conventions) The writing:</p> <p><input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.</p>	<p>(Conventions) The writing:</p> <p><input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.</p>	<p>(Conventions) The writing:</p> <p><input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.</p>		
	<p>(L.3.5) (L.3.6) (L)</p>	<p>(Word Choice & Vocabulary) The writing:</p> <p><input type="checkbox"/> accurately uses a variety of precise words and domain-specific vocabulary to inform about or explain the topic. Strong vocabulary makes the writing interesting.</p>	<p>(Word Choice & Vocabulary) The writing:</p> <p><input type="checkbox"/> incorporates basic words; features functional vocabulary that communicates the message.</p>	<p>(Word Choice & Vocabulary) The writing:</p> <p><input type="checkbox"/> uses a limited range of words and/or some vocabulary is misused making the message unclear.</p>	<p><input type="checkbox"/> Subtotal:</p>	

**When applicable to the task.

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.

Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

26 - 33 = Meets Grade Level Expectations
20 - 25 = Approaching Grade Level Expectations
< 20 = Below Grade Level Expectations

() = partially meets requirements of the standard.

Overall Score:

3rd Grade Opinion Text-Based Writing Rubric – Unit 4

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension*	RI.3.1 or RL.3.1 (L/M)	(Citing Text) The writing: <input type="checkbox"/> accurately makes 2 or more references to what the text says explicitly as the basis for answering the prompt and/or task.	(Citing Text) The writing: <input type="checkbox"/> makes at least 1 reference to what the text says as the basis for answering the prompt and/or task.	(Citing Text) The writing: <input type="checkbox"/> fails to reference the text.	3= Meets 2 = Approaching < 2 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	W.3.1a (L)	(Organization & Structure) The writing: <input type="checkbox"/> clearly introduces a topic or text in an engaging way that draws the reader in. <input type="checkbox"/> provides an opinion related to the text. <input type="checkbox"/> creates an organizational structure that purposefully lists reasons in a logical way.	(Organization & Structure) The writing: <input type="checkbox"/> offers a beginning introduction to the topic or text; may be underdeveloped. <input type="checkbox"/> states an opinion somewhat related to the text. <input type="checkbox"/> has an uneven organizational structure which affects the reader’s ability to always see the connections among the list of reasons.	(Organization & Structure) The writing: <input type="checkbox"/> fails to introduce or reference a topic or text. <input type="checkbox"/> does not state an opinion. <input type="checkbox"/> does not use identifiable organization; writing lacks a sense of direction or seems random.	10-12 = Meets 7-9 = Approaching < 7 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
Writing	W.3.1d (L)	<input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion.	<input type="checkbox"/> provides a simple conclusion; may be underdeveloped.	<input type="checkbox"/> has no identifiable conclusion.	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>

3rd Grade Opinion Text-Based Writing Rubric – Unit 4 (continued)
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

Writing	W.3.1b (L)	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> skillfully addresses the prompt/task with a clear, focused, engaging response.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> does not address the prompt/task; lacks focus.	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p><5 = Below</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center;">Subtotal:</div>
	W.3.1c (L)	<input type="checkbox"/> skillfully provides 2 or more reasons that convincingly support the opinion.	<input type="checkbox"/> provides at least 1 reason that adequately supports the opinion.	<input type="checkbox"/> offers no reasons to support the opinion.	
Language	L.3.1 (L)	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding.	<p>(Sentence Fluency) The writing:</p> <input type="checkbox"/> has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p><5 = Below</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center;">Subtotal:</div>
	L.3.2 (L)	<p>(Conventions) The writing:</p> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	<p>(Conventions) The writing:</p> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.	<p>(Conventions) The writing:</p> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.	
	(L.3.5) (L.3.6) (L)	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> accurately uses a variety of words and phrases that make the writing interesting. Strong vocabulary makes it easy to “see” what the author is trying to convey.	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> incorporates ordinary words and phrases; features functional vocabulary that communicates the message.	<p>(Word Choice & Vocabulary) The writing:</p> <input type="checkbox"/> uses a limited range of words and/or some vocabulary is misused making the message unclear.	

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. () = partially meets the requirements of the standard.

Score “O” - The writing is scored with “O” when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

26 – 33 = Meets Grade Level Expectation
20 – 25 = Approaching Grade Level Expectation
< 20 = Below Grade Level Expectation

Overall Score:

3rd Grade Narrative Descriptive Text-Based Writing Rubric – Unit 5

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension	(RL.3.1) (M/A)	<p>(Citing Text) The writing:</p> <input type="checkbox"/> accurately demonstrates understanding of a story when writing, referring explicitly to the text as the basis for the answers 2 or more times.	<p>(Citing Text) The writing:</p> <input type="checkbox"/> offers some understanding of a story when writing, making at least 1 reference to the text as the basis for the answers.	<p>(Citing Text) The writing:</p> <input type="checkbox"/> does not demonstrate understanding of a story when writing by failing to reference the text as the basis for the answers.	3= Meets 2= Approaching 1= Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	W.3.3a (M/A)	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> establishes a situation in an engaging way that draws the reader in. <input type="checkbox"/> introduces a narrator and/or characters in an interesting way. <input type="checkbox"/> skillfully organizes an event sequence that unfolds naturally; clear beginning, middle and end.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> partially develops the situation in the introduction. <input type="checkbox"/> introduces a narrator and/or characters in a simple or general way. <input type="checkbox"/> organizes event sequences in an understandable order.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> fails to establish a situation. <input type="checkbox"/> does not introduce a narrator and/or characters. <input type="checkbox"/> has no evident sequencing of events.	12-15 = Meets 9-11= Approaching < 9 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	W.3.3c (M/A)	<input type="checkbox"/> skillfully uses multiple (3+) temporal words and phrases to signal event order.	<input type="checkbox"/> uses some (1-2) temporal words and phrases to signal event order.	<input type="checkbox"/> fails to use any temporal words and phrases to signal event order.	5-6 = Meets 4 = Approaching < 4 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
W.3.3d (M/A)	<input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion that follows from the narrated experiences or events.	<input type="checkbox"/> provides a recognizable or simple conclusion; may be underdeveloped.	<input type="checkbox"/> has no conclusion.		
Writing	W.3.3b (L/M)	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response. <input type="checkbox"/> skillfully uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations with specificity and vivid details.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus. <input type="checkbox"/> offers some simple dialogue and descriptions of actions, thoughts, and feelings to tell about experiences and events or attempts to show the responses of characters to situations with some detail.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> does not address the prompt/task; lacks focus. <input type="checkbox"/> fails to develop experiences and events or to give details to show the responses of characters to situations.	5-6 = Meets 4 = Approaching < 4 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>

3rd Grade Narrative Descriptive Text-Based Writing Rubric – Unit 5 (Continued)

Language	L.3.1 (L/M)	(Sentence Fluency) The writing: <input type="checkbox"/> incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud.	(Sentence Fluency) The writing: <input type="checkbox"/> has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding.	(Sentence Fluency) The writing: <input type="checkbox"/> has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read.	7-9 = Meets 5-6 = Approaching <5 = Below <div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto; text-align: center; line-height: 40px;">Subtotal</div>
	L.3.2 (L/M)	(Conventions) The writing: <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	(Conventions) The writing: <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.	(Conventions) The writing: <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.	
	(L.3.5) (L.3.6) (L/M)	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> accurately uses a variety of words and phrases that make the writing interesting. Strong vocabulary makes it easy to “see” what the author is trying to convey.	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> incorporates ordinary words and phrases; features functional vocabulary that communicates the message, but only shows a moment or two of sparkle or imagery.	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> uses a limited range of words and/or some vocabulary is misused making the message unclear.	

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. **Score “O”** - The writing is scored with “O” when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

L = Learned M = Mastered A = Applied

() = partially meets requirements of the standard. Underlined Text = the focus of instruction when only a portion of the standard is assessed.

26 – 33 = Meets Grade Level Expectations 20 – 25 = Approaching Grade Level Expectations < 20 = Below Grade Level Expectations	Overall Score: <div style="border: 1px solid black; width: 40px; height: 40px; display: inline-block;"></div>
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<p>L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. Form and use regular and irregular plural nouns. c. Use abstract nouns (e.g., <i>childhood</i>). d. Form and use regular and irregular verbs. e. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses. f. Ensure subject-verb and pronoun-antecedent agreement. g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. h. Use coordinating and subordinating conjunctions. i. Produce simple, compound, and complex sentences. 	<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize appropriate words in titles. b. Use commas in addresses. c. Use commas and quotation marks in dialogue. d. Form and use possessives. e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting</i>, <i>smiled</i>, <i>cries</i>, <i>happiness</i>). f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>L.3.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>). <p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
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3rd Grade Informative/Explanatory Writing Rubric with Research – Unit 6
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension*	RI.3.1 or RL.3.1 (M/A)	<p>(Citing Text) The writing:</p> <input type="checkbox"/> accurately makes 2 or more references to what the text says explicitly as the basis for answering the prompt and/or task.	<p>(Citing Text) The writing:</p> <input type="checkbox"/> makes at least 1 reference to what the text says as the basis for answering the prompt and/or task.	<p>(Citing Text) The writing:</p> <input type="checkbox"/> fails to reference the text.	<p>3= Meets</p> <p>2 = Approaching</p> <p>< 2 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;">Subtotal:</div>
	<p>W.3.2a (M/A)</p> <input type="checkbox"/> clearly introduces the topic in an engaging way that draws the reader in.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> offers a beginning introduction to the topic; introduction may be underdeveloped.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> fails to introduce or reference the topic.	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>< 7 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;">Subtotal:</div>	
<p>(L/M)</p> <input type="checkbox"/> creates an organizational structure in which related information is grouped together in a purposeful way.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> has an uneven organizational structure which affects the reader's ability to always see how related information is grouped together.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> provides a progression of information that lacks cohesion; difficult or impossible to follow.			
<p>(L/M)</p> <input type="checkbox"/> includes illustrations that are useful to aiding comprehension.**	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> includes a simple illustration.**	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> does not include an illustration.			
<p>W.3.2d (L/M)</p> <input type="checkbox"/> provides an effective, interesting, or thoughtful conclusion.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> provides a simple conclusion; may be underdeveloped.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> has no identifiable conclusion.			

3rd Grade Informative/Explanatory Writing with Research Rubric – Unit 6 (continued)

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Writing		<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response. <input type="checkbox"/> skillfully develops the topic with at least 2 or more facts, definitions, and details. 	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> addresses the prompt/task with some drift in focus. <input type="checkbox"/> develops the topic with a simple fact, a definition, and at least 1 detail. 	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> does not address the prompt/task; lacks focus. <input type="checkbox"/> fails to develop the topic with a fact, a definition, or a detail. 	<p>10-12 = Meets</p> <p>7-9 = Approaching</p> <p>< 7 = Below</p>
	<p>W.3.2b (M/A)</p> <p>W.3.2c (L/M)</p> <p>W.3.7 (L/M) W.3.8 (L/M)</p>	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> skillfully uses a variety of carefully chosen words and phrases to link ideas within categories of information for clarity. <input type="checkbox"/> accurately integrates knowledge gained and information gathered about a topic from sources. 	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses generally appropriate words or phrases to link ideas within categories of information; linking words may be mundane or repetitious. <input type="checkbox"/> references knowledge gained and information gathered about a topic from sources at least once. 	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fails to use words or phrases to link ideas within categories of information; connections may be irrelevant or incorrect. <input type="checkbox"/> does not make reference to knowledge gained or information gathered about a topic from sources. 	<p>Subtotal:</p>
Language		<p>(Sentence Fluency) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> incorporates some sentences that are rhythmic and flowing, using a variety of correctly structured sentence types; flows well when read aloud. 	<p>(Sentence Fluency) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has sentences that are technically correct, but not always varied or smooth; may be mechanical in places and require re-readings for understanding. 	<p>(Sentence Fluency) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has incomplete, run-on, rambling, or awkward sentences that make it hard to determine where sentences begin or end; difficult to read. 	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p><5 = Below</p>
	<p>L.3.1 (L/M)</p> <p>L.3.2 (L/M)</p> <p>(L.3.5) (L.3.6) (L/M)</p>	<p>(Conventions) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor. <p>(Word Choice & Vocabulary) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accurately uses a variety of precise words and domain-specific vocabulary to inform about or explain the topic. Strong vocabulary makes the writing interesting. 	<p>(Conventions) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding. <p>(Word Choice & Vocabulary) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> incorporates basic words; features functional vocabulary that communicates the message. 	<p>(Conventions) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand. <p>(Word Choice & Vocabulary) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses a limited range of words and/or some vocabulary is misused making the message unclear. 	<p>Subtotal:</p>
<p>**When applicable to the task.</p>		<p>*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.</p>		<p>Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.</p>	
<p>29 - 36 = Meets Grade Level Expectations</p> <p>22 - 28 = Approaching Grade Level Expectations</p> <p>< 22 = Below Grade Level Expectations</p>				<p>() = partially meets requirements of the standard.</p>	
				<p>Overall Score:</p> <div style="border: 1px solid black; width: 50px; height: 50px; margin-left: auto;"></div>	