

Standards-Based Assessment Rubric

Mode and Grade of Writing: Third Grade Informational

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Expectations Not Met 1
Ideas	<ul style="list-style-type: none"> ♦ Topic is clear and focused throughout the piece. ♦ Includes relevant examples, facts, anecdotes, and details researched through a variety of resources. ♦ Ideas propose connections and extensions. 	<ul style="list-style-type: none"> ♦ Topic is clear and focused. ♦ Includes some relevant examples, facts, anecdotes, and details researched through a variety of resources. ♦ Ideas propose some connections and extensions. 	<ul style="list-style-type: none"> ♦ Topic is somewhat clear and focused. ♦ Includes few examples, facts, anecdotes and details. ♦ Few connections or extensions offered. 	<ul style="list-style-type: none"> ♦ Little or no topic development and focus. ♦ Lacks examples, facts, anecdotes and details. ♦ No connections or extensions offered.
Organization	<ul style="list-style-type: none"> ♦ Organization pattern is clearly based on introduction, hierarchy of ideas, sequence of steps or comparison, and an appropriate summary statement. ♦ Conveys information through use of chronological order, cause/effect, similarity/difference, or question and answer throughout the piece. 	<ul style="list-style-type: none"> ♦ Organization pattern is based on introduction, hierarchy of ideas, sequence of steps or comparison, and an appropriate summary statement. ♦ Conveys information through use of chronological order, cause/effect, similarity/difference, or question and answer. 	<ul style="list-style-type: none"> ♦ Organization pattern is somewhat based on introduction, hierarchy of ideas, sequence of steps or comparison, and an appropriate summary statement. ♦ Information is loosely conveyed or connected to topic. 	<ul style="list-style-type: none"> ♦ Little or no organization. ♦ Information does not support topic.
Style	<ul style="list-style-type: none"> ♦ Varied transitional elements effectively link ideas and parts of the paper (e.g. transition words and phrases, use of paragraphs, bullets, subheadings, and numbering) throughout the piece. ♦ Uses a variety of sentence patterns and/or descriptive language throughout the piece. 	<ul style="list-style-type: none"> ♦ Varied transitional elements effectively link ideas and parts of the paper (e.g. transition words and phrases, use of paragraphs, bullets, subheadings, and numbering). ♦ Uses a variety of sentence patterns and/or descriptive language. 	<ul style="list-style-type: none"> ♦ Limited use of transitional elements effectively link ideas and parts of the paper (e.g. transition words and phrases, use of paragraphs, bullets, subheadings, and numbering). ♦ Limited use of a variety of sentence patterns and/or descriptive language. 	<ul style="list-style-type: none"> ♦ Lacks transitional elements to effectively link ideas and parts of the paper (e.g. transition words and phrases, use of paragraphs, bullets, subheadings, and numbering). ♦ Lacks variety of sentence patterns and/or descriptive language.
Conventions	<ul style="list-style-type: none"> ♦ Strong command of usage and grammar conventions evident. ♦ Application of spelling rules does not interfere with understandability throughout the piece. ♦ Strong evidence of the application of the writing process. 	<ul style="list-style-type: none"> ♦ Command of usage and grammar conventions evident. ♦ Application of spelling rules does not interfere with understandability. ♦ Evidence of the application of the writing process. 	<ul style="list-style-type: none"> ♦ Errors in usage and grammar conventions sometimes interfere with understanding. ♦ Application of spelling rules somewhat interferes with understandability. ♦ Some evidence of the application of the writing process. 	<ul style="list-style-type: none"> ♦ Errors in usage and grammar conventions interfere with understanding. ♦ Application of spelling rules interferes with understandability. ♦ Little or no evidence of the application of the writing process.