

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 	<p>Organization/ Purpose 2 x ____ = ____</p>
<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 	<p>Evidence/Elaboration 2 x ____ = ____</p>
<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 	<p>Language/ Conventions 2 x ____ = ____</p>

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 	Capitalize <ul style="list-style-type: none"> Appropriate words in titles (3L2a) 	Commas: <ul style="list-style-type: none"> In addresses (e.g. 12345 67th Ave., Spokane, WA) (3L2b) use commas and quotation marks in dialogue (3L2c) Apostrophe: <ul style="list-style-type: none"> In possessive nouns (e.g., the dog's house, the dogs' houses) (3L2d) 	Nouns: <ul style="list-style-type: none"> Correctly use regular and irregular plural nouns (3L1b) Correctly use abstract nouns (e.g., childhood) (3L1c) Verbs: <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) Adjectives: <ul style="list-style-type: none"> Correctly use comparative and superlative adjectives and adverbs (3Lg) Agreement: <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) Conjunctions: <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