

# Grade 3 Writing Assessment

## An Overview



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# Types of Writing

- Informational
- Persuasive
- Narrative
- Response to Literature

# Defining Informational Writing

Informational Writing: Writing that enhances the reader's understanding of a topic by instructing, explaining, clarifying, describing, or examining a subject or concept.

## Methods:

- Provides facts, statistics, descriptive details, comparison, contrast, analysis, evaluation, definition, humor, and personal anecdotes to convey a perspective on a topic.
- Responses include, but are not limited to, analyzing, clarifying, drawing conclusions, evaluating, making comparisons, making observations, predicting, problem-solving, reflecting

# What Informational Writing Is and Is Not

<b>An effective informational composition . . .</b>	<b>An effective informational composition is NOT:</b>
Has a consistent focus and point of view	Writing about multiple, unrelated ideas
Includes relevant examples, facts, anecdotes, and details	A list of facts, a story, and/or personal anecdotes that do not inform the reader about the topic
Contains an appropriate organizational pattern (introduction, body, conclusion) for the purpose of informing the reader	A response in which ideas are not presented in logical order
Includes sufficient information to explain the topic	A brief paragraph containing only a few sentences
Uses a variety of resources and/or personal experience to inform the reader about the topic	A paper that is copied directly from source material
Uses a lively writing voice that captures the reader's interest	Flat, uninteresting writing
Uses descriptive language and grade-appropriate words	An essay that contains imprecise language and little sentence variety
May use a short narrative in the introduction to engage the audience	Writing that consists entirely of a story or the writer's opinion without informing the reader about the topic
Contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable	Incorrect sentences, usage, grammar, and spelling that prevent the reader from understanding the writer's ideas

# Defining Persuasive Writing

Persuasive Writing: Writing for the purpose of convincing others to adopt a certain point of view, take some action, or accept the writer's position as valid.

## Method:

- Provides logical appeals, emotional appeals, facts, statistics, narrative anecdotes, humor, and/or the writer's personal experiences and knowledge to support a position

# What Persuasive Writing Is and Is Not

<b>An effective persuasive composition . . .</b>	<b>An effective persuasive composition is NOT:</b>
Establishes a clear position	Writing about the topic without a clear position
Has a consistent focus and point of view	Writing about multiple, unrelated ideas
Contains sufficient information to address the issue	A brief paragraph with only a few sentences
Includes relevant examples, facts, anecdotes, and/or details	A formulaic response with repetitive ideas and language
Contains an appropriate organizational strategy for the purpose of persuasion	Writing in which ideas are presented in illogical or confusing order
Includes an effective introduction and conclusion	Writing that begins without an introduction and ends without a conclusion
Uses transitions such as transition words and phrases, bullets, subheadings or numbering	An incoherent essay in which ideas are not linked
Uses a lively voice that demonstrates awareness of audience	Flat, uninteresting writing
Uses interesting language and sensory details	An essay that contains imprecise language and little sentence variety
Contains correct sentences, usage, grammar, and spelling that makes the writer's ideas understandable	Incorrect sentences, usage, grammar, and spelling that prevent the reader from understanding the writer's meaning

# Defining Narrative Writing

Narrative Writing: Writing that tells a story or gives an account of something that has happened. The purpose is to recount a story grounded in personal experience or the writer's imagination.

## Methods:

- Uses a setting, characters, circumstances or events, a plot, and a point of view to tell a story.
- Description of these elements is a key factor.
- May employ strategies such as flashback, foreshadowing, dialogue, tension, or suspense to develop the story
- Contains a beginning, middle, and end and these sections are usually presented chronologically.



# What Narrative Writing Is and Is Not

<b>An effective narrative composition. . .</b>	<b>An effective narrative composition is NOT . . .</b>
Tells a personal or imaginative story	A list of events and/or facts
May include the writer's imagination and personal experiences that are related to the story	An abundance of facts or personal anecdotes that are unrelated to the topic
Contains narrative elements such as characters, plot, point of view, and setting	Formulaic, repetitive writing
Presents ideas in a clear, chronological sequence	A list of reasons, opinions, or unrelated episodes
Presents a story that has a well developed beginning, middle, and end	A paper that lacks a clear beginning, middle, and end
Uses a lively writing voice to engage the reader	Flat, uninteresting writing
Uses vivid sensory details and descriptive adjectives and verbs	A response that contains imprecise language
Uses a variety of sentences	A response with little sentence variety
Contains correct sentences, usage, grammar, and spelling that make the writer's ideas understandable	Incorrect sentences, usage, grammar, and spelling that prevent the reader from understanding the writer's ideas

# Defining Response to Literature

Response to Literature: Writing that shows an understanding of a text by making connections from the text to the writer's life, to the outside world, or to another text.

Purpose: The purpose of a response to literature may be to express and support an opinion about the text or to use the text as a model for writing. Making connections to a text enhances the student's comprehension of the text.

Methods:

- Connecting the text to another text
- Connecting the text to self
- Connecting the text to the outside world
- Using the text as a model for generating a new piece of writing.

# Ways of Connecting to Text

## Text to Self

- Relating an incident in a text to an incident in the student's life.

## Text to Outside World

- Exploring the theme of a text: relating an incident in a text to some aspect of the real world.

## Text to Text

- Comparing/contrasting one text to another.

# How much retelling is appropriate in a response to literature?

- It is acceptable to summarize parts of the story to help the reader understand the writer's position or to help the reader understand the character, setting, or theme of the text.
- A response consisting solely of a plot summary does not meet the standard.
- The summary of the story may serve as the introduction to the paper.

# What Response to Literature Is and Is Not

<b>An effective response to literature . . .</b>	<b>An effective response to literature is NOT . . .</b>
Establishes a clear position on the text	A retelling of a book or story
Has a consistent focus and point of view	Writing about multiple, unrelated ideas
Makes connections to the text (e.g., text to text, text to self, text to outside world)	A plot summary
Contains sufficient information to develop a point of view	A brief paragraph with only a few sentences
Contains an appropriate organizational strategy for the purpose of formulating a position on the text	Writing in which ideas are presented in illogical or confusing order
Includes an effective introduction and conclusion	Writing that begins without an introduction and ends without a conclusion
Uses transitions such as transition words and phrases, bullets, subheading or numbering	An incoherent response in which ideas are not linked
Uses a lively voice that demonstrates awareness of audience	Flat, uninteresting writing
Uses interesting language and sensory details	An essay that contains imprecise language and little sentence variety
Contains correct sentences, usage, grammar, and spelling that makes the writer's ideas understandable	Incorrect sentences, usage, grammar, and spelling that prevent the reader from understanding the writer's ideas

# Comparing the Types of Writing

<b>Demonstrating Awareness of the Informational Purpose</b>	<b>Demonstrating Awareness of the Persuasive Purpose</b>	<b>Demonstrating a Connection to a Text</b>	<b>Demonstrating Awareness of the Narrative Purpose</b>
Establishes a clear controlling idea on an issue	Establishes a clear position on an issue	Establishes a position in response to a text	Establishes a plot that might develop and/or contain a point of view, setting, and conflict
Provides relevant main ideas with supporting details	Provides relevant details that explain or support the writer's position	Provides relevant ideas to support connections	Provides relevant details that develop plot and character
Defines any technical terms the reader may not know	Acknowledges other perspectives on the issue	Makes connections from a text to the self, the outside world, or another text	Uses a range of strategies (flashback, foreshadowing, dialogue, suspense) to develop reader interest

# Scoring Domains

## Grade 3 Writing Assessment

# Domain 1. Ideas

	<b>Narrative</b>	<b>Informational</b>	<b>Persuasive</b>	<b>Response to Lit.</b>
Components	Focus	Focus	Focus	Focus
	Supporting Details	Supporting Details	Supporting Details	Supporting Details
	Character Development	Use of Resources	Position	Connecting to Text
	Development/Completeness	Development/Completeness	Development/Completeness	Development/Completeness



# Domain 2. Organization

	<b>Narrative</b>	<b>Informational</b>	<b>Persuasive</b>	<b>Response to Lit.</b>
Components	Organizational Pattern (beginning, middle, end)	Organizational Pattern (introduction, body, conclusion)	Organizational Pattern (introduction, body, conclusion)	Organizational Pattern (introduction, body, conclusion)
	Chronological Sequence of Ideas	Grouping of Ideas	Grouping of Ideas	Grouping of Ideas
	Transitions	Transitions	Transitions	Transitions

# Domain 3. Style

	<b>Narrative</b>	<b>Informational</b>	<b>Persuasive</b>	<b>Response to Lit.</b>
Components	Word Choice	Word Choice	Word Choice	Word Choice
	Audience Awareness	Audience Awareness	Audience Awareness	Audience Awareness

# Domain 4. Conventions

- Same rubric for all 4 genres
- Components
  - Sentence Formation
    - Clarity and correctness
    - complexity
  - Usage
    - Subject/verb agreement
    - Noun forms (singular, plural, possessive)
    - Personal and possessive pronouns
  - Mechanics
    - Spelling
    - Punctuation
    - Capitalization (commas, apostrophes, quotation marks)
    - contractions

# Grade 3 Writing: Scoring Rubrics

- Informational Rubrics
  - Ideas, Organization, Style
- Persuasive Rubrics
  - Ideas, Organization, Style
- Narrative Rubrics
  - Ideas, Organization, Style
- Response to Literature Rubrics
  - Ideas, Organization, Style
- Conventions Rubrics (same for all genres)

# Scoring

- One assessment sample is collected for each type of writing
- Each assessment sample (4 total) is scored in four domains:
  - Ideas
  - Organization
  - Style
  - Conventions
- Teacher makes four scoring decisions about each of 4 assessment samples; each sample is scored in isolation.
- There is no overall score for each writing sample.
- There is no overall score for the writing portfolio.

# Rubrics

## Grade 3 Writing Assessment

**Georgia Grade 3 Writing Assessment: Scoring Rubric**  
**INFORMATIONAL WRITING**

<b>Domain 1: Ideas</b> - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details.			
<b>Component</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
Focus	Little or no evidence of focus, purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus, purpose, and point of view
Supporting Details	Examples and details are limited and may be irrelevant	Includes some relevant examples, facts, anecdotes, and/or details	Relevant examples, facts, anecdotes, and details are used throughout the paper
Use of Resources	Little or no use of resources; may copy text from source materials	Some evidence of information from source materials	Appropriate use of resources; may paraphrase relevant information from source materials
Development/Completeness	Insufficient information to explain the topic	Sufficient information to explain the topic	Complete information; the topic is well developed

<b>Domain 2: Organization</b> - The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion.			
<b>Component</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
Organizational Pattern (Introduction, body, conclusion)	Little or no evidence of an organizational pattern	Contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others	Clear and appropriate organizational pattern with a strong introduction, body, and conclusion
Grouping of Ideas	Ideas are not arranged in a meaningful order	Related ideas are generally grouped together	Related ideas are consistently grouped together; may use specific strategies (e.g., questions and answers, cause and effect, similarity and difference)
Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Varied transitional elements link parts of the paper

<b>Domain 3: Style</b> - The degree to which the writer controls language to capture the reader's interest.			
<b>Component</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
Word Choice	Language is simple, repetitive, or imprecise; little or no interesting language	A mixture of simple, ordinary language and interesting language (e.g., descriptive language, technical vocabulary, sensory details)	Sustained use of interesting language (e.g., descriptive language, technical vocabulary, sensory details)
Audience Awareness	Little or no awareness of audience	Some attention to the audience; some sense of the writer's voice	Attention to the audience in the introduction, body, and conclusion; writer's voice is clear and appropriate

**Georgia Grade 3 Writing Assessment: Scoring Rubric**  
**PERSUASIVE WRITING**

**Domain 1: Ideas** - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Focus	Little or no evidence of focus, persuasive purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus, purpose, and point of view
Supporting Details	Examples and details are limited and may be irrelevant	Includes some relevant examples, facts, anecdotes, and/or details	Relevant examples, facts, anecdotes, and details are used throughout the paper
Position	Lacks a clear position	States a clear position	Establishes and develops a clear position
Development/ Completeness	Insufficient information to address the issue	Sufficient information to address the issue	Complete information; the issue is well developed

**Domain 2: Organization** - The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Organizational Pattern (Introduction, body, conclusion)	Little or no evidence of an organizational pattern	Contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others	Clear and appropriate persuasive organizational pattern with a strong introduction, body, and conclusion
Grouping of Ideas	Ideas are not arranged in a meaningful order	Related ideas are generally grouped together	Related ideas are consistently grouped together; may use specific strategies (e.g., cause and effect, similarity and difference, questions and answers)
Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Varied transitional elements link parts of the paper

**Domain 3: Style** - The degree to which the writer controls language to capture the reader's interest.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Word Choice	Language is simple, repetitive, or imprecise; little or no interesting language	A mixture of simple, ordinary language and interesting language (e.g., descriptive language, sensory details, strong verbs)	Sustained use of interesting language (e.g., descriptive language, sensory details, strong verbs)
Audience Awareness	Little or no awareness of audience	Some attention to the audience; some sense of the writer's voice	Attention to the audience in the introduction, body, and conclusion; writer's voice is clear and appropriate



**Georgia Grade 3 Writing Assessment: Scoring Rubric**  
**NARRATIVE WRITING**

**Domain 1: Ideas** - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Focus	Little or no evidence of focus, purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus on the narrative purpose; consistent point of view
Supporting Details	Details and descriptions are limited and may be irrelevant	Includes some relevant details and descriptions	Relevant details and descriptions are included throughout the paper
Character Development	Character(s) are named or listed rather than developed	Begins to develop main character(s) through action and dialogue	Develops main character(s) through action, dialogue, and/or description
Development/Completeness	Insufficient information to tell a story	Sufficient information to tell a story	Complete information; the events of the story are well developed

**Domain 2: Organization** - The degree to which the ideas are arranged in a clear order with a beginning, middle, and end.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Organizational Pattern (Beginning, Middle, End)	Little or no evidence of an organizational pattern	Contains a beginning, middle, and end; one part of the paper may not be as strong as the others	Clear narrative organizational pattern with a strong beginning, middle, and end
Chronological Sequence of Ideas	Little or no evidence of sequencing	Ideas are generally presented in a chronological sequence	Chronological sequencing of ideas within and across parts of the paper
Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Transitions are used consistently and effectively throughout the paper

**Domain 3: Style** - The degree to which the writer controls language to capture the reader's interest.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Word Choice	Language is simple, repetitive, or imprecise; little or no interesting language	A mixture of simple, ordinary language and interesting language (e.g., descriptive language, sensory details, strong verbs)	Sustained use of interesting language (e.g., descriptive language, sensory details, strong verbs)
Audience Awareness	Little or no awareness of audience	Some attention to the audience; some sense of the writer's voice	Attention to the audience in the beginning, middle, and end; writer's voice is clear and appropriate

**Georgia Grade 3 Writing Assessment: Scoring Rubric**  
**RESPONSE TO LITERATURE**

**Domain 1: Ideas** - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Focus	Little or no evidence of focus, purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus, purpose, and point of view
Supporting Details	Examples and details are limited and may be irrelevant	Includes some relevant examples, facts, anecdotes, and/or details	Relevant examples, facts, anecdotes, and details are used throughout the paper
Connecting to Text	Does not formulate a position in response to the text	Begins to formulate a position and connect the text to self, outside world, or another text	Formulates and supports a position in response to the text; connects the text to self, the outside world, or another text
Development/Completeness	Insufficient information to develop a point of view; may be limited to retelling	Sufficient information to develop a point of view	Complete information; the writer's point of view is well developed

**Domain 2: Organization** - The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Organizational Pattern (Introduction, body, conclusion)	Little or no evidence of an organizational pattern	Contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others	Clear and appropriate organizational pattern with a strong introduction, body, and conclusion
Grouping of Ideas	Ideas are not arranged in a meaningful order	Related ideas are generally grouped together	Related ideas are consistently grouped together; may use specific strategies (e.g., cause and effect, similarity and difference, questions and answers)
Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Varied transitional elements link parts of the paper

**Domain 3: Style** - The degree to which the writer controls language to capture the reader's interest.

Component	Does Not Meet Standard	Meets Standard	Exceeds Standard
Word Choice	Language is simple, repetitive, or imprecise; little or no interesting language	A mixture of simple, ordinary language and interesting language (e.g., descriptive language, sensory details, strong verbs)	Sustained use of interesting language (e.g., descriptive language, sensory details, strong verbs)
Audience Awareness	Little or no awareness of audience	Some attention to the audience; some sense of the writer's voice	Attention to the audience in the introduction, body, and conclusion; writer's voice is clear and appropriate

**Georgia Grade 3 Writing Assessment: Scoring Rubric**  
**CONVENTIONS**  
**All Genres**

<b>Domain 4: Conventions</b> - The degree to which the writer demonstrates control of Sentence Formation, Usage, and Mechanics.				
<b>Component</b>	<b>Element</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
Sentence Formation	Clarity and Correctness	More incorrect and unclear sentences than correct, clear sentences	Majority of clear and correct sentences	Consistently clear and correct sentences
	Complexity	Little or no variation in sentence structure	Some variation in sentence structure	A variety of sentence structures with some complex or compound sentences
Usage	Subject/Verb agreement	Frequent and severe agreement mistakes	Agreement is generally correct with some mistakes	Few, if any, agreement mistakes
	Noun Forms (singular, plural, possessives)	Frequent mistakes in noun forms	Majority of correct noun forms with occasional mistakes	Consistently correct singular, plural, and possessive nouns
	Personal and Possessive Pronouns	Frequent mistakes using personal and possessive pronouns	Generally correct personal and possessive pronouns with only occasional mistakes	Consistently correct personal and possessive pronouns
Mechanics	Spelling	Frequent and severe spelling errors that may distract the reader, including misspellings of common words	Generally correct spelling; spelling errors do not distract the reader	Consistently correct spelling with few errors; spelling errors occur in words that are above grade level
	Punctuation (commas, apostrophes, quotation marks)	Frequent errors in punctuation; some basic punctuation (commas in a series) may be correct	Generally correct punctuation with occasional mistakes	Correct punctuation in a variety of contexts
	Capitalization	Frequent errors in capitalization; some basic capitalization (first word in a sentence) may be correct	Generally correct capitalization with occasional mistakes	Correct capitalization in a variety of contexts
	Contractions	Frequent mistakes forming contractions (missing or incorrectly placed apostrophes)	Generally correct use of contractions	Consistently correct use of contractions; may use a variety of contractions

# Collecting Assessment Samples

## Grade 3 Writing Assessment

# Planning for the Grade 3 Writing Assessment

- Because writing assessment at grade three is an outgrowth of the writing instruction program, each elementary school or system should develop a plan at the beginning of the school year for teaching the four genres of writing and collecting assessment samples.

# Teaching the Writing Process

- The steps of the writing process (prewriting, drafting, revising, editing, publishing) should be taught throughout the year, because third graders may not have fully learned this process and will need help applying each stage of the process to each genre of writing.
- For each genre, teachers should model the steps of the writing process, providing assistance and conferencing at each step.
- Writing samples produced with the teacher's assistance are appropriate for instruction, but should not be used as assessment samples.

# What is an Assessment Sample?

- The assessment sample is the piece of writing that the teacher selects for the Grade 3 Writing Assessment. Teachers must select one assessment sample per genre for each student.
- Samples that consist of short-answer responses may lead teachers to underestimate students' abilities to write independently.
- Samples that incorporate someone else's ideas would overestimate students' abilities to write independently.
- Teacher-corrected samples should not be used for the Grade 3 Writing Assessment if it is not clear which ideas are the independent work of the student.

# Choosing Writing Assignments to Generate Assessment Samples

- The writing assignment should generate samples that are appropriate to the genre of writing and require students to produce complete pieces of original work.
  - Complete pieces of writing have a beginning, middle, and end.
- Topics for writing samples in all genres may come from any of the following:
  - Teacher generated lists
  - Class generated lists
  - Professional literature resources



# The Informational Sample

- Writing Assignments may be related to all content areas specified in the Grade 3 GPS and may be produced during content area instruction.
- Writing assignments may be related to any type of non-fiction writing whose purpose is to inform or explain a topic to a reader.
- Students should incorporate information from resources (books, on-line sources, etc.) without copying the information verbatim.
- Paraphrasing information and using technical vocabulary from source material is appropriate for the informational assessment sample.
  - For example, the informational samples collected for this guide on the topic of minerals may use technical vocabulary such as igneous, metamorphic, or sedimentary rocks.

# The Persuasive Sample

- The writing assignment should direct students to take a position on an issue or topic that they are familiar with.
- The assignment may occur after the class has researched the issue or read related texts.
- The assignment may be part of a lesson on the issue in a particular content area.

# The Narrative Sample

- Relating a Personal Experience
  - Writing assignments should direct students to recount an event grounded in their own experiences. The assignment should elicit a story with a plot and characters rather than a list.
- Creating an Imaginative Story
  - Writing Assignments should direct students to produce stories that are grounded in imagination or fantasy.

# The Response to Literature Sample

- The assignment should direct students to form and support a position in response to a text they have read.
- The assignment should be linked to a specific piece of literature for students' responses.
  - Short stories, biographies, fables, plays, poetry, chapter books
- Plot summaries or the retelling of an entire story are not appropriate responses to literature.

# Preparing for the March Scoring Window

- In late February, make sure each student has produced an assessment sample for each genre.
- If some students have not produced an assessment sample for each genre, use the first two weeks of March to provide an appropriate writing assignment.
- The last two weeks in March are designated for scoring assessment samples and filling out the Summary Report Form
- This “scoring window” is not intended as a time for giving writing assignments or collecting assessment samples.
- Assessment samples should be collected throughout the school year, prior to the March scoring window.

# Completing the Summary Report Form

- During the scoring window in March, you will receive a Summary Report Form.
- At this time, you should have collected four assessment samples from each student.
- There is a space on the report form 12 students (6 on front and 6 on back). You may have to use two Report Forms for your class.
- A sample is provided on the following slide.

# Grade 3 Writing Assessment Summary Report Form

Teacher: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Student's Name		N/A	Ideas	Organization	Style	Conventions	Ethnicity	Race	SRC
	Informational	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> H	<input type="radio"/> I <input type="radio"/> A	<input type="radio"/> 1 <input type="radio"/> 8 <input type="radio"/> 15 <input type="radio"/> 2 <input type="radio"/> 9 <input type="radio"/> 16
	Persuasive	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N	<input type="radio"/> B <input type="radio"/> P	<input type="radio"/> 3 <input type="radio"/> 10 <input type="radio"/> 17 <input type="radio"/> 4 <input type="radio"/> 11 <input type="radio"/> 18
	Narrative	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> W	<input type="radio"/> 5 <input type="radio"/> 12 <input type="radio"/> 19 <input type="radio"/> 6 <input type="radio"/> 13
	Response to Lit	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> M		<input type="radio"/> 7 <input type="radio"/> 14

Student's Name		N/A	Ideas	Organization	Style	Conventions	Ethnicity	Race	SRC
	Informational	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> H	<input type="radio"/> I <input type="radio"/> A	<input type="radio"/> 1 <input type="radio"/> 8 <input type="radio"/> 15 <input type="radio"/> 2 <input type="radio"/> 9 <input type="radio"/> 16
	Persuasive	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N	<input type="radio"/> B <input type="radio"/> P	<input type="radio"/> 3 <input type="radio"/> 10 <input type="radio"/> 17 <input type="radio"/> 4 <input type="radio"/> 11 <input type="radio"/> 18
	Narrative	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> W	<input type="radio"/> 5 <input type="radio"/> 12 <input type="radio"/> 19 <input type="radio"/> 6 <input type="radio"/> 13
	Response to Lit	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> M		<input type="radio"/> 7 <input type="radio"/> 14

Student's Name		N/A	Ideas	Organization	Style	Conventions	Ethnicity	Race	SRC
	Informational	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> H	<input type="radio"/> I <input type="radio"/> A	<input type="radio"/> 1 <input type="radio"/> 8 <input type="radio"/> 15 <input type="radio"/> 2 <input type="radio"/> 9 <input type="radio"/> 16
	Persuasive	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N	<input type="radio"/> B <input type="radio"/> P	<input type="radio"/> 3 <input type="radio"/> 10 <input type="radio"/> 17 <input type="radio"/> 4 <input type="radio"/> 11 <input type="radio"/> 18
	Narrative	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> W	<input type="radio"/> 5 <input type="radio"/> 12 <input type="radio"/> 19 <input type="radio"/> 6 <input type="radio"/> 13
	Response to Lit	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> M		<input type="radio"/> 7 <input type="radio"/> 14

Student's Name		N/A	Ideas	Organization	Style	Conventions	Ethnicity	Race	SRC
	Informational	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> H	<input type="radio"/> I <input type="radio"/> A	<input type="radio"/> 1 <input type="radio"/> 8 <input type="radio"/> 15 <input type="radio"/> 2 <input type="radio"/> 9 <input type="radio"/> 16
	Persuasive	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N	<input type="radio"/> B <input type="radio"/> P	<input type="radio"/> 3 <input type="radio"/> 10 <input type="radio"/> 17 <input type="radio"/> 4 <input type="radio"/> 11 <input type="radio"/> 18
	Narrative	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> W	<input type="radio"/> 5 <input type="radio"/> 12 <input type="radio"/> 19 <input type="radio"/> 6 <input type="radio"/> 13
	Response to Lit	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> M		<input type="radio"/> 7 <input type="radio"/> 14

Student's Name		N/A	Ideas	Organization	Style	Conventions	Ethnicity	Race	SRC
	Informational	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> H	<input type="radio"/> I <input type="radio"/> A	<input type="radio"/> 1 <input type="radio"/> 8 <input type="radio"/> 15 <input type="radio"/> 2 <input type="radio"/> 9 <input type="radio"/> 16
	Persuasive	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N	<input type="radio"/> B <input type="radio"/> P	<input type="radio"/> 3 <input type="radio"/> 10 <input type="radio"/> 17 <input type="radio"/> 4 <input type="radio"/> 11 <input type="radio"/> 18
	Narrative	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> W	<input type="radio"/> 5 <input type="radio"/> 12 <input type="radio"/> 19 <input type="radio"/> 6 <input type="radio"/> 13
	Response to Lit	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> M		<input type="radio"/> 7 <input type="radio"/> 14

Student's Name		N/A	Ideas	Organization	Style	Conventions	Ethnicity	Race	SRC
	Informational	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> H	<input type="radio"/> I <input type="radio"/> A	<input type="radio"/> 1 <input type="radio"/> 8 <input type="radio"/> 15 <input type="radio"/> 2 <input type="radio"/> 9 <input type="radio"/> 16
	Persuasive	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N	<input type="radio"/> B <input type="radio"/> P	<input type="radio"/> 3 <input type="radio"/> 10 <input type="radio"/> 17 <input type="radio"/> 4 <input type="radio"/> 11 <input type="radio"/> 18
	Narrative	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> F	<input type="radio"/> W	<input type="radio"/> 5 <input type="radio"/> 12 <input type="radio"/> 19 <input type="radio"/> 6 <input type="radio"/> 13
	Response to Lit	<input type="radio"/>	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> N <input type="radio"/> M <input type="radio"/> E	<input type="radio"/> M		<input type="radio"/> 7 <input type="radio"/> 14

# Summary Report (close-up view)

## Grade 3 Writing Assessment Summary Report Form

Teacher: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Student's Name

	N/A	Ideas	Organization	Style	Conventions	Ethnicity	Race	SRC
<b>Informational</b>	<input type="radio"/>	(N)(M)(E)	(N)(M)(E)	(N)(M)(E)	(N)(M)(E)	(H)	(I) (A)	(1)(8)(15) (2)(9)(16)
<b>Persuasive</b>	<input type="radio"/>	(N)(M)(E)	(N)(M)(E)	(N)(M)(E)	(N)(M)(E)	(N)	(B)	(3)(10)(17)
<b>Narrative</b>	<input type="radio"/>	(N)(M)(E)	(N)(M)(E)	(N)(M)(E)	(N)(M)(E)	(F)	(P) (W)	(4)(11)(18) (5)(12)(19)
<b>Response to Lit</b>	<input type="radio"/>	(N)(M)(E)	(N)(M)(E)	(N)(M)(E)	(N)(M)(E)	(M)		(6)(13) (7)(14)

### Performance Levels

N = Does Not Meet

M = Meets the Standard

E = Exceeds the Standard

### Ethnicity

H = Hispanic

N = Not Hispanic

### Race

I = American Indian/Alaskan Native

A = Asian

B = Black/African American

P = Native Hawaiian/Pacific Islander

W = White

N/A = Unable to assign a rating.