

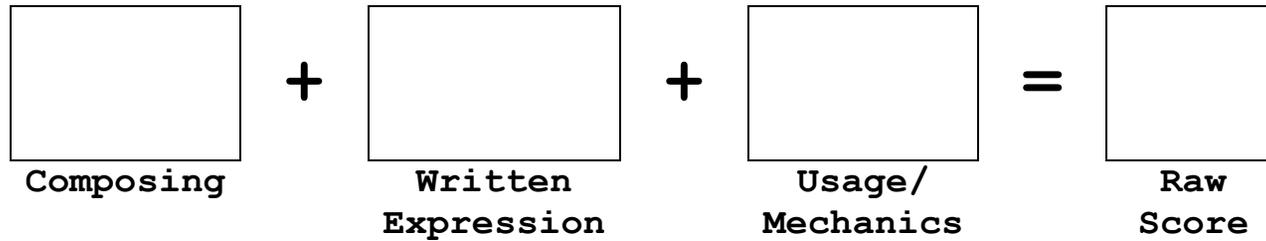
Grade 3 Writing Rubric

First _____ Last _____

COMPOSING MEETS 3		WRITTEN EXPRESSION MEETS 3		USAGE/MECHANICS REASONABLE CONTROL	
<p>_____ Prewriting: A clear consistent focus on a central idea is developed.</p> <p>_____ Central Idea: A logical plan is used for developing a central idea, which includes a strong beginning, middle, and end.</p> <p>_____ Organization: The details, illustrations, events, reasons and examples focus on a central idea.</p> <p>_____ Elaboration: Use technology to support writing.</p>	<p>Prewriting: - Use a prewriting strategy</p> <p>Central Idea: -Write a clear topic sentence that focuses on the main idea -Keep written paragraphs to one topic -Focus on a central topic</p> <p>Organization: -Introduce a topic and group related information in paragraph form. -Provide a concluding statement or section related to the topic</p> <p>Elaboration: -Add specific details that further elaborate the main idea -Use facts, definitions, opinions, quotations, details, or other examples or information to develop the topic</p> <p>Technology: -Use available technology to compose, edit and share writing as well as to interact and collaborate with others.</p>	<p>_____ Language: Specific vocabulary, vivid word choices, and precise information create images in the reader’s mind.</p> <p>_____ Voice: Writer’s presence is created by words and information.</p> <p>_____ Tone: The writer’s attitude about the topic is developed through the manipulation of the vocabulary and information.</p> <p>_____ Rhythmic Flow: Rhythmic flow, resulting from purposeful sentence variety and transitions, is present.</p>	<p>Language: - Use specific vocabulary to inform and explain the topic/convey experiences and events - Clarify writing when revising by including specific vocabulary and information -Use precise nouns, verbs, and adjectives</p> <p>Voice: -Use precise, descriptive vocabulary to show the writer’s personality</p> <p>Tone: -Use vivid language to convey the authors feelings and attitude</p> <p>Rhythmic Flow: -Use transition words and phrases for sentence variety and to manage the sequence of events -Use linking words and linking phrases to connect ideas within categories of information</p>	<p>_____ Sentence Formation: Writes grammatically correct, complete sentences.</p> <p>_____ Usage: The way in which words and phrases are actually used.</p> <p>Mechanics: Few errors in formatting, spelling, capitalization, and internal and end punctuation are present.</p>	<p>Sentence Formation: - Write complete sentences - Use signal words in dialogue (e.g. <i>he said, she exclaimed</i>)</p> <p>Usage: - Use the word I in compound subjects -Use past and present verb tenses -Use singular possessives -Use simple abbreviations -Use articles a, an, and the correctly</p> <p>Mechanics: -Formatting: Indent to show that the speaker has changed (in dialogue); paragraph indentation/spacing between -Spelling: Use correct spelling for sight words and frequently used words, including irregular plurals - Capitalization; capitalize proper nouns and words at the beginning of sentences, and the word <i>I</i> -Internal punctuation: Use commas in a simple series, apostrophes in contractions with pronouns, quotation marks to indicate someone is saying something -End punctuation: Punctuate declarative (.), interrogative (?), and exclamatory (!) sentences</p>

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Add the three scores together to get a raw score; divide the sum (raw score) by 3 to get the total score.

$$\frac{\text{_____}}{\text{(raw score)}} / 3 = \text{_____} \text{ (total score)}$$

Score	Descriptors
4 = Exceeds	Exemplary, advanced, consistent, near perfect, high
3 = Meets	Almost accomplished, proficient, solid, reasonable, S, middle/high
2 = Almost meets	Partially meets, developing, basic, inconsistent, P, middle/low
1 = Does not meet	Not evident, below basic, little or no control, N, low

At the third-grade level, students will continue to develop their writing skills. When they write letters, stories, and simple explanations, the instructional emphasis will be on paragraph development. Their sentences will become more complex, and they will learn to select details to elaborate the main idea of the paragraph. Students will revise and edit for correct sentence formation, grammar, capitalization, punctuation, and spelling. They will use their written communication skills across the curricula.