

# Grade 3: Writing Rubrics

NOTE: The language in these rubrics has been adapted from the SBAC and PARCC rubrics. **The language in bold is taken directly from the CCSS.**

Opinion Writing Rubric: Grade 3					
Write opinion pieces on topics or texts, supporting a point of view with reasons.					
		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Reading Comprehension					
A	RI.3.1	Demonstrates a deep understanding of the topic or issue by developing an insightful opinion supported by logical reasons and well-chosen textual evidence	Demonstrates a clear understanding of the topic or issue by developing an opinion supported by logical reasons and textual evidence	Demonstrates a limited understanding of the topic or issue by developing an opinion weakly supported by textual evidence	Does not demonstrate understanding, or shows a limited understanding, of the topic or issue by offering an opinion unsupported by textual evidence
Organization and Purpose <sup>1</sup>					
B	W.3.1a	Opinion is introduced, clearly communicated, and the focus is strongly maintained	Opinion is clearly stated, and the focus is mostly maintained	Opinion may be somewhat unclear, or the focus may be insufficiently maintained	Opinion may be confusing or ambiguous; or the focus may drift
C	W.3.Z1a W.3.1d	Effective or engaging introduction and concluding statement or section	Introduction provides some context on the topic or text Concluding statement or section restates the opinion of the piece	Introduction and/or conclusion may be weak	Introduction and/or conclusion may be missing or unrelated to the topic or text
D	W.3.1a	Logical progression of ideas from beginning to end	<b>Creates an organizational structure that lists reasons</b>	Progression of ideas is sometimes unclear	No discernable organizational pattern
E	W.3.1c	Consistently uses a variety of transitional strategies to clarify the relationships between and among ideas	<b>Uses linking words and phrases to connect opinion and reasons</b>	Some transitions and connections may be awkward or unclear	No linking words or phrases used

<sup>1</sup> W.3.4 is reflected in all descriptors.

## Overcoming Learning Challenges Near and Far

Evidence and Elaboration					
<b>F</b>	W.3.1b	Comprehensive evidence (facts and details) from the source material is integrated, relevant, and specific	Provides evidence and reasons that support the opinion	Opinion is insufficiently supported by reasons and evidence from source materials; evidence may be weakly integrated, imprecise, repetitive, vague, and/or copied	Supporting reasons and evidence are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied
<b>G</b>	L.3.3 L.3.6 W.3.4	Vocabulary is carefully chosen and clearly appropriate for the audience and purpose Effective, appropriate style enhances content	Vocabulary is generally appropriate for the audience and purpose Voice and tone are appropriate to purpose and audience	Vocabulary use is uneven or somewhat inappropriate for the audience and purpose Voice and tone are generally appropriate to purpose and audience, but may be inconsistent	Uses basic vocabulary, and simple or repetitive sentence structure Voice and tone are not appropriate to purpose and audience
<b>H</b>	W.3.8 (partial)	Provides a list of sources that is clear, accurate, and complete	Provides a list of sources	Provides a list of sources that is incomplete, unclear, or inaccurate	No attempt to cite source material
Conventions*					
<b>I</b>	L.3.1	Few, if any, errors in usage and sentence formation	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed	Frequent errors in usage may obscure meaning	Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured
<b>J</b>	L.3.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of punctuation, capitalization, and spelling	Inconsistent use of punctuation, capitalization, and spelling	

### Informative/Explanatory Writing Rubric: Grade 3

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

		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Reading Comprehension					
<b>A</b>	RI.3.1	Demonstrates a deep understanding of ideas (both stated and inferred) by developing an insightful focus supported by well-chosen textual evidence.	Demonstrates a clear understanding of ideas (both stated and inferred) by developing an accurate focus adequately supported by textual evidence	Demonstrates a limited understanding of ideas by developing an accurate focus weakly supported by textual evidence	Does not demonstrate understanding, or shows a misunderstanding, of ideas by offering a focus unsupported by textual evidence

Organization and Purpose					
<b>B</b>	W.3.2a	Focus is clearly communicated and strongly maintained	Focus is clear and mostly maintained	Focus may be somewhat unclear and/or insufficiently maintained	Focus may be confusing or ambiguous
<b>C</b>	W.3.2a W.3.2d	Effective or engaging introduction and concluding statement or section	<b>Introduces the topic</b> Concluding statement or section restates the focus of the piece	Connection between the topic and the introduction and/or conclusion may be unclear	Introduction and/or conclusion is missing
<b>D</b>	W.3.2.a	Logical progression of ideas from beginning to end; strong connections between and among ideas	Related information is grouped together to show connections between and among ideas	Inconsistent or unclear connections between and among ideas	Frequent extraneous ideas; ideas seem randomly ordered
<b>E</b>	W.3.2.c	Consistently uses a variety of transitional strategies to clarify the relationships between and among ideas	<b>Uses linking words and phrases where needed to connect ideas within categories of information</b>	Connects some ideas using linking words and phrases: some transitions and connections may be awkward or unclear	No linking words or phrases used
Evidence and Elaboration					
<b>F</b>	W.3.2b W.3.2a	Well-chosen evidence (facts and details) from the source material develops the topic and is integrated, relevant, and specific	Adequately develops the topic by integrating relevant facts, definitions, and details from the source materials; includes illustrations when useful to aiding comprehension	Topic is insufficiently developed with facts and details from source materials; evidence may be weakly integrated, imprecise, repetitive, vague, and/or copied	Supporting facts and details are minimal, irrelevant, absent, in error, incorrectly used, or predominantly copied
<b>G</b>	W.3.4	Effective style; clear and engaging	Style is generally appropriate to purpose and audience	Inconsistent or weak attempt to create appropriate style	Little or no evidence of appropriate style
<b>H</b>	L.3.6	Vocabulary is carefully chosen and clearly appropriate for the audience and purpose	Accurately uses grade-appropriate general academic and domain-specific vocabulary to inform or explain about the topic	Uses some grade-appropriate general academic and domain-specific vocabulary	Uses basic vocabulary, and simple or repetitive sentence structure
Conventions					
<b>I</b>	L.3.1	Few, if any, errors in usage and sentence formation	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed	Frequent errors in usage may obscure meaning	Errors in usage are frequent and severe and often obscure meaning
<b>J</b>	L.3.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of punctuation, capitalization, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in punctuation, capitalization, and spelling are frequent and severe and often obscure meaning

## Overcoming Learning Challenges Near and Far

Narrative Writing Rubric: Grade 3					
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Reading Comprehension					
<b>A</b>	RL/RI.3.1	Connections to source materials enhance the narrative	Connections to source materials contribute to the narrative	Connections to source materials may be ineffective, awkward, or vague but do not interfere with the narrative	Connections to source materials are not evident or detract from the narrative
Organization and Purpose <sup>2</sup>					
<b>B</b>	W.3.3a	Effectively establishes a situation and narrator/characters	Adequately establishes a situation and narrator/characters	Minimally establishes a situation and narrator/characters	Little or no attempt to establish a situation and/or narrator/characters May be brief
<b>C</b>	W.3.3d	Closing is effective and satisfying	<b>Provides a sense of closure</b>	Closing is weak or confusing	Ends abruptly
<b>D</b>	W.3.3a	Natural, cohesive sequence of events from beginning to end	<b>Organizes an event sequence that unfolds naturally</b>	Weak or uneven sequence of events	Little or no organization of an event sequence: frequent extraneous ideas and/or a major drift may be evident
<b>E</b>	W.3.3c L.3.6	Uses a variety of temporal words and phrases to signal event order	<b>Uses temporal words and phrases to signal event order</b>	Minimal use of temporal words and phrases to signal event order	Lack of temporal words and phrases may cause confusion
Development and Elaboration					
<b>F</b>	W.3.3b L.3.3	Effectively uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations	<b>Uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations</b>	Contains some dialogue and descriptions of actions, thoughts, and feelings; use of narrative techniques may not develop experiences or events	Use of narrative techniques may be minimal, absent, or irrelevant
<b>G</b>	L.3.3a	Effective use of sensory and concrete language clearly advances the purpose	Adequate use of sensory and concrete language advances the purpose	Weak use of sensory and concrete language that may not advance the purpose	Little or no use of sensory, concrete, and figurative language
<b>H</b>	W.3.4	Effective style; clear and engaging	Style is generally appropriate to task and purpose	Inconsistent or weak attempt to create appropriate style	Little or no evidence of appropriate style

<sup>2</sup> W.3.4 is reflected in all descriptors.

Conventions					
I	L.3.1	Few, if any, errors in usage and sentence formation	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed	Frequent errors in usage may obscure meaning	Errors in usage are frequent and severe and often obscure meaning
J	L.3.2	Effective and consistent use of punctuation, capitalization, and spelling	Adequate use of punctuation, capitalization, and spelling	Inconsistent use of punctuation, capitalization, and spelling	Errors in punctuation, capitalization, and spelling are frequent and severe and often obscure meaning