

### 3<sup>rd</sup> Grade Writing Rubric

	Name _____	Date _____	Class _____			
Traits	Adv.	5 (High Proficient)	4 (Proficient)	3 (Partially Proficient)	2 (Marginal)	1 (Unsatisfactory)
<b>Content/Organization (focus, development, organization)</b>	Above Grade Level	<ol style="list-style-type: none"> <li>1. Meets all the prompt's requirements</li> <li>2. Clearly develops the topic</li> <li>3. Relevant details enhance the topic</li> <li>4. Ideas are consistently organized to make sense               <ol style="list-style-type: none"> <li>a. Beginning includes an engaging lead and/or effective topic sentence</li> <li>b. Uses varied transitions naturally</li> <li>c. Satisfying conclusion ties the piece together</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Meets most of the prompt's requirements</li> <li>2. Develops the topic</li> <li>3. Relevant details support the topic</li> <li>4. Ideas are usually organized to make sense               <ol style="list-style-type: none"> <li>a. Beginning includes an interesting lead and/or clear topic sentence</li> <li>b. Uses initial transitions correctly</li> <li>c. Conclusion ties the piece together</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Meets some of the prompt's requirements</li> <li>2. Partially develops the topic</li> <li>3. Some relevant details support the topic</li> <li>4. Ideas are partially organized to make some sense               <ol style="list-style-type: none"> <li>a. lead and/or topic sentence is brief and/or ineffective</li> <li>b. Uses some transitions</li> <li>c. Conclusion minimally ties the piece together</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Meets few of the prompt's requirements</li> <li>2. Minimally develops the topic</li> <li>3. Few relevant details support the topic</li> <li>4. Ideas lack organization, creating some confusion               <ol style="list-style-type: none"> <li>a. Beginning is unclear</li> <li>b. Rarely uses transitions or repeats transitions</li> <li>c. Conclusion does not tie the piece together</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Does not write to the prompt</li> <li>2. Topic is not developed</li> <li>3. Includes irrelevant details or no details</li> <li>4. No evidence of organization               <ol style="list-style-type: none"> <li>a. Beginning is missing</li> <li>b. No transitions are present</li> <li>c. Conclusion is absent</li> </ol> </li> </ol>
<b>Style/Fluency (voice, word choice, vocabulary, sentence structure, legibility)</b>	Above Grade Level	<ol style="list-style-type: none"> <li>1. Engages reader/elicits emotions</li> <li>2. Word choice is rich and precise</li> <li>3. Uses vivid and active verbs</li> <li>4. Use of figurative language enriches meaning (as appropriate)</li> <li>5. Employs a wide variety of sentence structures</li> </ol>	<ol style="list-style-type: none"> <li>1. Mostly engages reader/ elicits emotions</li> <li>2. Word choice is effective</li> <li>3. Occasionally uses vivid and active verbs</li> <li>4. Use of figurative language supports the meaning</li> <li>5. Uses a variety of sentence structures</li> </ol>	<ol style="list-style-type: none"> <li>1. Somewhat engages reader/elicits emotions</li> <li>2. Word choice is general and familiar</li> <li>3. Uses common verbs</li> <li>4. Figurative language is awkward</li> <li>5. Repetitious sentence structures</li> </ol>	<ol style="list-style-type: none"> <li>1. Seldom engages reader/elicits emotions</li> <li>2. Word choice is repetitive or vague</li> <li>3. Uses dead/passive verbs; over-reliance on <i>to be</i> verbs</li> <li>4. Use of figurative language impairs meaning</li> <li>5. Sentence structures are repetitious and some are incorrect</li> </ol>	<ol style="list-style-type: none"> <li>1. Never engages reader/elicits emotions</li> <li>2. Inaccurate word choice is ineffective</li> <li>3. Uses verbs repetitively</li> <li>4. No figurative language</li> <li>5. Sentence structures impair readability</li> </ol>
<b>Language Usage (Grammar, mechanics, spelling)</b>	Above Grade Level	Mastered the following: <ol style="list-style-type: none"> <li>1. Subject/verb agreement</li> <li>2. Modifiers (adjectives and adverbs)</li> <li>3. Punctuation: endings, commas, apostrophes, quotation marks</li> <li>4. Age appropriate spelling supports readability (site-based)</li> <li>5. Paragraphing</li> </ol>	Consistent on the following: <ol style="list-style-type: none"> <li>1. Subject/verb agreement</li> <li>2. Modifiers (adjectives and adverbs)</li> <li>3. Punctuation: endings, commas, apostrophes, quotation marks</li> <li>4. Age appropriate spelling supports readability (site-based)</li> <li>5. Paragraphing</li> </ol>	Some consistency on the following: <ol style="list-style-type: none"> <li>1. Subject/verb agreement</li> <li>2. Modifiers (adjectives and adverbs)</li> <li>3. Punctuation: endings, commas, apostrophes, quotation marks</li> <li>4. Age appropriate spelling supports readability (site-based)</li> <li>5. Paragraphing</li> </ol>	Little consistency on the following: <ol style="list-style-type: none"> <li>1. Subject/verb agreement</li> <li>2. Modifiers (adjectives and adverbs)</li> <li>3. Punctuation: endings, commas, apostrophes, quotation marks</li> <li>4. Age appropriate spelling supports readability (site-based)</li> <li>5. Paragraphing</li> </ol>	No consistency on the following: <ol style="list-style-type: none"> <li>1. Subject/verb agreement</li> <li>2. Modifiers (adjectives and adverbs)</li> <li>3. Punctuation: endings, commas, apostrophes, quotation marks</li> <li>4. Age appropriate spelling supports readability (site-based)</li> <li>5. Paragraphing</li> </ol>
<b>Planning</b>		Evidence of Planning			No evidence of planning	
<b>Legibility/Presentation</b>		Extremely Legible	Legible	Somewhat legible	Partially legible	Illegible