## Informational/Explanatory Standards-Referenced Rubric GRADE 3

		GRADE 3		
	4	3	2	1
	Exceeds Standard	Meets Standard	Partially Meets Standard	Does Not Meet Standard
	The student introduces the topic	The writing introduces the topic and	The writing lacks a clear introduction	The writing lacks a topic
Ideas and	clearly and groups related	groups related information (details)	and the information (details) is not	and not all information
Organization	information in paragraphs and	together.	organized.	(details) is related.
	sections.			
3.W.2a				
	The writing develops the topic with	The writing develops the topic with	The writing develops the topic	The writing does not develop
Content and	three or more facts, definitions and	three facts, definitions and or details	with less than three facts,	the topic with relevant facts,
Development	or concrete details, quotations or	that support the topic.	definitions or details; or the details	definitions or details.
3.W.2b	other information and examples		do not support the topic.	
	related that support the topic.			
	The writing uses a variety of three or	The writing uses two linking words	The writing has less than two	The writing has less than
Transitions and	more linking words and/or phrases	and/or phrases to connect ideas	linking words and/or transitions	two linking words and/or
Conclusions	to connect ideas within categories of	within categories of information.	that may/or may not be used	transitions that may/or may
	information.		correctly.	not be used correctly.
3.W.2c				
	The writing has a concluding	The writing has a concluding	The conclusion is not related to the	The conclusion is absent.
	statement or section that is related to	statement or section that is related to	topic.	
3.W.2d	the information or explanation	the topic.		
	presented.			
	The writing uses nouns, pronouns,	The writing uses nouns, pronouns,	The writing uses nouns, pronouns,	The writing uses nouns,
Languaga	verbs, adjectives, adverbs relative	verbs, adjectives and adverbs	verbs, adjectives and/or adverbs	pronouns and/or verbs
Language, Structure and	pronouns and relative adverbs	appropriate to function and purpose.	appropriate to function and purpose.	appropriate to function and
Structure and Style	appropriate to function and purpose.	appropriate to function and purpose.	appropriate to function and purpose.	purpose.
Style	appropriate to ranemon and purpose.			purpose.
3.L.1a	The writing demonstrates a variety	The writing demonstrates a variety of	The writing demonstrates simple,	The writing demonstrates
J.L.1a	of correct simple, compound and/or	simple, compound and/or complex	compound or complex sentences and	simple sentences and errors
3.L.1i	complex sentences.	sentences and minor errors do not	errors may interfere with meaning.	may interfere with meaning.
J.L.11	_	interfere with meaning.		
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Conventions 3.L.2a	The writing consistently demonstrates correct capitalization in all situations.	The writing demonstrates correct capitalization with proper nouns, the first word in a sentence and titles; minor errors do not interfere with readability.	The writing demonstrates correct capitalization and errors may interfere with readability.	The writing demonstrates correct capitalization and errors interfere with readability.
3.L.2b,c	The writing uses quotation marks correctly and commas before coordinating conjunctions in compound sentences (i.e. dates, lists, quotations, greetings, closing of letters, addresses).	The writing uses quotation marks and commas correctly (i.e. dates, lists, quotations, greetings, closing of letters, addresses) and minor errors do not interfere with readability.	The writing uses commas (i.e. dates, lists, quotations, greetings, closing of letters, addresses) and errors may interfere with readability.	The writing incorrectly uses commas (i.e. dates, lists, greetings, quotations, closing of letters, addresses) and errors interfere with readability.
3.L.2e, f	The spelling is correct and does not detract from the readability of the writing; demonstrates above grade level spelling.	The grade level spelling is generally correct and does not detract from the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).	The grade level spelling exhibits errors and begins to detract from the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).	The grade level spelling exhibits multiple errors and interferes with the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).