

### Note for Teachers:

The scoring guides provide descriptors of a student's writing development toward proficiency. They are intended to be used as a tool to evaluate student writing progress and provide both teacher and students with feedback to help them work to improve the quality of each student's writing.

Please remember to observe the following in using this scoring guide and the accompanying rubrics:

- Student writing may not exactly match descriptors. Select the score that most closely matches the student's performance.
- A zero may only be given to a student who has made no attempt to write (i.e. refused to produce any writing in response to the prompt). For students who made no attempt, a zero would be recorded for *every* indicator.
- For students who attempted to write but may not have included some indicators (i.e. forgot to include a topic sentence), a 1 (below proficient) would be awarded for the specific indicators, as described in the scoring guide.
- A score of 3 (proficient) indicates that the student has met the standard of what is expected for this grade level.
- A score of 4 (above proficient) indicates a student has demonstrated proficiency beyond what is expected, but still *within the grade-level's expectations/standards*.

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

Writing Standards: W.3.1.a,b,c,d	Rating: 4 = Above Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient				Comments:
1. I have introduced the topic or text.	4	3	2	1	
2. I have stated an opinion about the topic or text.	4	3	2	1	
3. I have created an organizational structure with reasons.	4	3	2	1	
4. I have reasons that support my opinion.	4	3	2	1	
5. I have used linking words (connecting my opinion and reasons).	4	3	2	1	
6. I have written a concluding statement or section.	4	3	2	1	
Language/Conventions Standard: L.3.2	Rating:				Comments
7. I have used conventions of standard English (capitalization, punctuation, and spelling).	4	3	2	1	

**Third Grade Opinion Rubric Scoring Guide**

Scoring		Above Proficient	Proficient	Approaching Proficient	Below Proficient
		4	3	2	1
1.	<b>Topic</b> W.3.1a	Student has clearly introduced a detailed topic or text.	Student has clearly introduced the topic or text.	Student has not clearly introduced the topic or text.	Student has not introduced a topic or text.
2.	<b>Opinion Statement</b> W.3.1a	Student has clearly stated a detailed opinion about the topic or text.	Student has clearly stated an opinion.	Student has not clearly stated an opinion.	Student has not stated an opinion.
3.	<b>Organizational Structure</b> W.3.1a	Student has created a highly organized structure with reasons that clearly match the opinion.	Student has created an organizational structure that lists reasons.	Student has attempted to create an organized structure.	Student has not organized ideas.
4.	<b>Reasons</b> W.3.1b	Student has written multiple well-developed reasons supporting the opinion.	Student has written reasons supporting the opinion.	Student has written one reason supporting the opinion.	Student has not written any reasons to support the opinion.
5.	<b>Linking Words</b> W.3.1c	Student has used a variety of linking words or phrases connecting reasons and opinion.	Student has used more than one linking word or phrase connecting reasons and opinion.	Student has used one linking word or phrase.	Student has not used linking words or phrases.
6.	<b>Conclusion</b> W.3.1d	Student has provided a well-developed concluding statement or section relating to the opinion.	Student has provided a concluding statement or section.	Student has not clearly provided a complete concluding statement or section.	Student has not provided a concluding statement or section.
7.	<b>Language Conventions</b> L.3.2	Student has consistently used language conventions (capitalization, punctuation, and spelling) correctly.	Student has used most language conventions (capitalization, punctuation or spelling) correctly.	Student has used some language conventions (capitalization, punctuation or spelling) correctly.	Student has not used language conventions (capitalization, punctuation or spelling) correctly.

\* Score 0 for every indicator if the student has not made any attempt at writing.

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

Writing Standards: W.3.2.a,b,c,d	Rating: 4 = Above Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient				Comments:
1. I have introduced a topic.	4	3	2	1	
2. I have grouped related information together.	4	3	2	1	
3. I have developed the topic with facts, definitions, and details.	4	3	2	1	
4. I have used linking words and phrases to connect ideas.	4	3	2	1	
5. I have written a concluding statement or section.	4	3	2	1	

Language/Conventions Standard: L.3.2	Rating:				Comments
6. I have used conventions of standard English (capitalization, punctuation, and spelling).	4	3	2	1	

**Third Grade Informative/Explanatory Writing Rubric Scoring Guide**

Scoring		Above Proficient	Proficient	Approaching Proficient	Below Proficient
		4	3	2	1
1.	<b>Introduction</b> W.3.2a	Student has clearly introduced the topic addressing the assigned prompt.	Student has clearly introduced the topic.	Student has not clearly introduced the topic.	Student has not introduced the topic.
2.	<b>Grouping Information</b> W.3.2a	Student has clearly grouped related information together in paragraphs (including illustrations when useful)	Student has grouped related information together in sentences or paragraphs (including illustrations when useful).	Student has not clearly grouped related information together.	Student has not grouped related information together.
3.	<b>Topic Development</b> W.3.2b	Student has developed the topic using facts, definitions and details including examples related to the topic.	Student has developed the topic using facts, definitions and details.	Student has developed the topic with one fact, definition, or detail.	Student has not developed the topic.
4.	<b>Linking Words</b> W.3.2c	Student has consistently used a variety of linking words or phrases to connect facts, definitions, or details.	Student has used linking words or phrases to connect facts, definitions, or details.	Student has used one linking word or phrase.	Student has not used linking words or phrases.
5.	<b>Conclusion</b> W.3.2d	Student has provided a well-developed conclusion using details related to the topic.	Student has provided a concluding section or statement.	Student has provided a partial conclusion.	Student has not provided a concluding section or statement.
6.	<b>Language Conventions</b> L.3.2	Student has consistently used language conventions (capitalization, punctuation, and spelling) correctly.	Student has used most language conventions (capitalization, punctuation, and spelling) correctly.	Student has used some language conventions (capitalization, punctuation, and spelling) correctly.	Student has not used language conventions (capitalization, punctuation, and spelling) correctly.

\* Score 0 for every indicator if the student has not made any attempt at writing.

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

Writing Standards: W.3.3.a,b,c,d	Rating: 4 = Above Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient				Comments:
1. I have established a real or imagined situation and introduced a narrator and/or character(s).	4	3	2	1	
2. I have organized an event sequence that unfolds naturally.	4	3	2	1	
3. I have used dialogue and descriptions of actions, thought, and feelings.	4	3	2	1	
4. I have used temporal words and phrases to signal order and events.	4	3	2	1	
5. I have written an ending	4	3	2	1	

Language/Conventions Standard: L.3.2	Rating:				Comments
6. I have used conventions of standard English (capitalization, punctuation, and spelling).	4	3	2	1	

**Third Grade Narrative Writing Rubric Scoring Guide**

Scoring		Above Proficient	Proficient	Approaching Proficient	Below Proficient
		4	3	2	1
1.	<b>Situation/ Character</b> W.3.3a	Student has established a real or imagined situation and introduced a narrator or character(s) using effective technique and descriptive details	Student has established a real or imagined situation and introduced a narrator or character(s).	Student has attempted to establish a real or imagined situation and introduce a narrator or character(s), with limited information.	Student has not established a situation or introduced a narrator or character(s).
2.	<b>Organization</b> W.3.3a	Student has clearly organized the events into a meaningful sequence that unfolds naturally.	Student has organized the events into a sequence that unfolds naturally.	Student has attempted to organize the events with limited information.	Student has not organized the events.
3.	<b>Dialogue and Descriptions</b> W.3.3b	Student has clearly used dialogue and additional details to describe characters' actions, thoughts and feelings.	Student has used dialogue and/or description (characters' actions, thoughts and feelings).	Student has made an unclear attempt to use dialogue and/or description (characters' actions, thoughts and feelings).	Student has not used dialogue and/or description.
4.	<b>Temporal Words</b> W.3.3c	Student has used a variety of temporal words or phrases to signal event order.	Student has used more than one temporal word or phrase to signal event order.	Student has used one temporal word or phrase.	Student has not used temporal words or phrases.
5.	<b>Sense of Closure</b> W.3.3d	Student has provided a well-developed conclusion.	Student has provided a sense of closure.	Student has attempted to provide a sense of closure.	Student has not provided a sense of closure.
6.	<b>Language Convention</b> L.3.2	Student has consistently used language conventions (capitalization, punctuation, and spelling) correctly.	Student has used most language conventions (capitalization, punctuation, and spelling) correctly.	Student has used some language conventions (capitalization, spelling, and punctuation) correctly.	Student has not used languages conventions (capitalization, spelling, punctuation) correctly.

\* Score 0 for every indicator if the student has not made any attempt at writing.