**3rd Grade Writing Rubric – Informative/Explanatory Writing**

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| **CCSS** | **4 – Excelling** | **3 – Meeting** | **2 – Approaching** | **1 – Minimal Progress** | **NS** |
| W.3.2.a | * Effectively introduces a topic. * Skillfully organizes related information. | * Introduces a topic. * Groups related information together. | * Attempts to introduce a topic. * Organization of information may be somewhat confusing. | * Lacks an introduction to the topic. * Organization of information may be illogical. | Incoherent, Off-task, Illegible |
| W.3.2.b | * Effectively develops the topic with strategically chosen facts, definitions, and details. | * Develops the topic with facts, definitions, and details. | * Minimally develops the topic with limited use of facts, definitions, and details. | * Does not develop the topic with facts, definitions, and details. |
| W.3.2.c | * Skillfully uses linking words and phrases to connect ideas within categories of information. | * Uses linking words and phrases to connect ideas within categories of information. | * Limited and/or ineffective use of linking words and phrases to connect ideas within categories of information. | * Lacks linking words and phrases to connect ideas within categories of information. |
| W.3.2.d | * Provides a clear concluding statement or section. | * Provides a concluding statement or section. | * Provides a weak concluding statement or section. | * Does not provide a concluding statement or section. |
|  | **STUDENT’s HOLISTIC SCORE for the INFORMATIVE/EXPLANATORY WRITING, circle one: 4 3 2 1 NS** | | | |
| L.3.1,2 | * Demonstrates use of effective and purposeful sentence structures. * Skillfully uses punctuation, capitalization, grammar usage, and spelling to enhance meaning. | * Purposeful sentence structures. * Appropriate use of punctuation, capitalization, grammar usage, and spelling. Minor errors do not interfere with meaning. | * Some weakness in sentence structures. * Inconsistent use of punctuation, capitalization, grammar usage, and spelling. Errors somewhat interfere with meaning. | * Weak and/or confusing sentence structures. * Punctuation, capitalization, grammar usage, and spelling, errors interfere with meaning. |
|  | **STUDENT’S HOLISTIC SCORE for LANGUAGE USE and CONVENTIONS, circle one: 4 3 2 1 NS** | | | |  |