**TTSD Third Grade Informative/Explanatory Writing Rubric**

**Narrative Window: March 16, 2015 – March 20, 2015**

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| **Scoring Guide** | **1**  **(Below)** | **2**  **(Approaching)** | **3**  **(Meeting)** | **4**  **(Exceeding)** |
| **Focus**  CCSS: W.3.2 | \***Responds to some or no** parts of the prompt  \***Demonstrates little to no** understanding of topic | \***Responds to most** parts of the prompt  \***Demonstrates limited** understanding of  topic | \***Responds to all** parts of the prompt  \***Demonstrates**  an understanding of topic | \***Responds skillfully** to all parts of the prompt  \***Demonstrates a strong** understanding of the topic |
| **Organization**  CCSS: W.3.4 | \***Organizes with no** evidence of paragraph structure  \***Does not group** related information together  **\*Uses little to no** linking words | \***Organizes** ideas and information in an **incomplete** paragraph structure (e.g., missing conclusion)  \***Grouping** of ideas **lacks cohesion** (e.g., list-like, rambling, or repetitive)  **\*Attempts to use some** simplistic linking words to connect ideas | \***Organizes** ideas and information using a clear topic sentence, details, explanation, and concluding statement or section.  \***Groups related** information together  \***Uses effective** linking words and phrases to connect ideas | \***Organizes** ideas and information into **logical, coherent** paragraphs that are clear to the reader  \***Skillfully groups and structures** related information into paragraphs and sections  \***Uses** linking words and phrases **strategically** to connect ideas within categories of information |
| **Support/Evidence**  CCSS: W.3.2  W.3.7  W.3.8 | \***Does not recall** information from experiences or **gather** information from print and digital sources.  \***Uses little to no** facts, details, or definitions to develop the topic | \***Recalls limited** information from experiences or **gathers limited** information from print and digital sources.  \***Develops** the topic with **limited** and/or **some unrelated** facts, definitions, or details | \***Recalls** information from experiences or **gathers** information from print and digital sources.  \***Develops** the topic with relevant facts, details, or definitions | \***Skillfully uses relevant** and substantial information from a variety of experiences and/or from a variety of print and digital sources  \***Develops** the topic with **relevant** facts, definitions, concrete details, **quotations, or other information and examples** |
| **Language- Grammar**  CCSS: L.3.1 | \***Uses** **little to no correct** sentence structure  \***Uses little to no** language and domain-specific vocabulary **that is minimally appropriate** to the purpose | \***Uses some correct** sentence structures  \* **Uses some grade-level** language and domain-specific vocabulary **somewhat appropriate** to the purpose | \***Uses correct and varied** sentence structures (simple, compound, and complex)  \***Accurately uses grade level** language and domain-specific vocabulary **appropriate** to the purpose | \*Uses **purposeful and varied** sentence structures  \***Uses above grade level** language and domain-specific vocabulary **appropriate** to the purpose and **audience** |
| **Language- Conventions**  CCSS: L.3.2 | \***Demonstrates limited** understanding of **grade-level** appropriate conventions, and **errors interfere with the meaning** | \***Demonstrates some grade-level** appropriate conventions, but errors may obscure meaning | \*Demonstrates **grade level appropriate** conventions; errors are minor and do not obscure meaning | \*Demonstrates **creativity and flexibility** when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning |

\*Revised 1/15