

Semester ONE Rubric – GRADE 3

Writing

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Generates and organizes ideas before writing (prewrites)	<ul style="list-style-type: none"> Independently demonstrates all proficient pre-write skills 	With teacher support: <ul style="list-style-type: none"> Considers audience Considers purpose (to inform, to explain, to describe) Considers genre (narrative, creative, expository) Generates ideas (brainstorms independently and w/ peers from verbal and/or written prompt) Gathers and seeks information Uses strategies and tools to organize ideas (graphic organizers, webs, note taking, etc) 	<ul style="list-style-type: none"> Demonstrates some proficient prewrite skills and/or requires additional teacher help 	<ul style="list-style-type: none"> Demonstrates few proficient prewrite skills and/or requires intensive teacher help
Creates draft from ideas	<ul style="list-style-type: none"> Independently demonstrates all proficient drafting skills 	With teacher support: <ul style="list-style-type: none"> Creates draft from prewrite Rereads while drafting Creates a draft that makes sense Writes in complete sentences (when appropriate) Develops draft with purpose Attempts to include genre characteristics in first draft 	<ul style="list-style-type: none"> Demonstrates some proficient drafting skills and/or requires additional teacher help 	<ul style="list-style-type: none"> Demonstrates few proficient drafting skills and/or requires intensive teacher help

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Conferences and utilizes feedback to make improvements	<p>Independently demonstrates all proficient conferencing skills and:</p> <ul style="list-style-type: none"> ▪ Rereads own writing for improvement ▪ Seeks and considers feedback ▪ Uses Six Trait vocabulary during conferences 	<p>With teacher support:</p> <ul style="list-style-type: none"> ▪ Rereads own writing ▪ Shares writing with teacher and peers ▪ Seeks and considers feedback from teachers and peers ▪ Begins to use Six Trait vocabulary during conferences 	<ul style="list-style-type: none"> ▪ Inconsistently understands or demonstrates proficient conferencing skills and/or requires additional teacher help ▪ May be reluctant to share or conference ▪ Shares without purpose 	<ul style="list-style-type: none"> ▪ Demonstrates few proficient conferencing skills and/or requires intensive teacher help ▪ May be resistant to conference or share
Revises writing to make improvements (adds, subtracts, combines, or rearranges text)	<ul style="list-style-type: none"> ▪ Independently demonstrates all proficient revision skills 	<p>With teacher support and modeling:</p> <ul style="list-style-type: none"> ▪ Based on conferences and self-assessment, student: <ul style="list-style-type: none"> ✓ Add or subtract text to clarify ideas, meaning and improve word choice ✓ Recognize that text has a structure and a genre ✓ Organize text to convey message, topic or idea ✓ Attempt to include own voice in writing ✓ Adjust word order for fluency ▪ Improves draft by using resource materials 	<ul style="list-style-type: none"> ▪ Demonstrates some proficient revision skills and/or requires additional teacher help ▪ May be reluctant to revise 	<ul style="list-style-type: none"> ▪ Demonstrates few proficient revision skills and/or requires intensive teacher help ▪ May be resistant to revise

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Edits writing (capitalization, punctuation, grammar, and spelling)	<ul style="list-style-type: none"> Independently demonstrates proficient editing skills 	With teacher support and modeling: <ul style="list-style-type: none"> Identifies and corrects most capitalization, punctuation, grammar and spelling errors according to grade level convention chart Often uses grade-level editing marks 	<ul style="list-style-type: none"> Demonstrates some proficient editing skills and/or requires additional teacher help May be reluctant to edit 	<ul style="list-style-type: none"> Demonstrates few proficient editing skills and/or requires intensive teacher help May be resistant to edit
Publishes and shares writing	<ul style="list-style-type: none"> Independently demonstrates all proficient publishing skills 	With teacher support: <ul style="list-style-type: none"> Uses writing process to publish a piece of writing Shares final product with class / intended audience when possible Completes published work neatly Demonstrates pride of ownership and neatness Publishes in a variety of ways (handwritten, word processed, visual aids) 	<ul style="list-style-type: none"> Demonstrates some publishing skills and/or requires additional teacher help May be reluctant to publish and/ or share 	<ul style="list-style-type: none"> Demonstrates few proficient publishing skills and/or requires intensive teacher help May be resistant to publish and/or share

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Writes in a variety of formats/genres (self-selected and teacher-assigned)	<p>Independently demonstrates all proficient genre skills and:</p> <ul style="list-style-type: none"> ▪ Begins to experiment with genres in own writing ▪ Shows above level grasp and application of genres in Writer's Workshop writing 	<p>With teacher support and modeling:</p> <ul style="list-style-type: none"> ▪ Self-selects and/or applies appropriate genre ▪ Writes correctly in a variety of genres ▪ Understands concept of "choosing a genre" as part of writer's workshop ▪ Recognizes format in genre (i.e. letter format, poetry format, report format) 	<ul style="list-style-type: none"> ▪ Inconsistently understands or demonstrates genre skills and/or requires additional teacher help 	<ul style="list-style-type: none"> ▪ Demonstrates few proficient genre skills and/or requires intensive teacher help
Demonstrates legible handwriting in daily work	<p>Independently demonstrates all proficient handwriting skills and:</p> <ul style="list-style-type: none"> ▪ Uses cursive writing to complete some work 	<ul style="list-style-type: none"> ▪ Maintains skills developed in previous grades ▪ Begins to recognize, form, and use cursive letters when requested ▪ Handwriting is neat and easy to read 	<ul style="list-style-type: none"> ▪ Demonstrates some handwriting skills and/or requires teacher help ▪ Handwriting distracts the reader 	<ul style="list-style-type: none"> ▪ Demonstrates few proficient handwriting skills and/or requires intensive teacher help ▪ Handwriting difficult to read and meaning may be lost