

Semester TWO Rubric – GRADE 3

Writing

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Generates and organizes ideas before writing (prewrites)	<p>Independently demonstrates all proficient prewrite skills beyond grade level expectations and:</p> <ul style="list-style-type: none"> ▪ Understands connection between genre and prewrite strategies 	<ul style="list-style-type: none"> ▪ Considers audience ▪ Considers purpose (to describe, to inform, to explain) ▪ Considers genre (narrative, creative, expository) ▪ Generates ideas (brainstorms independently & w/ peers, from verbal and/or written prompt) ▪ Seeks and gathers information ▪ Uses strategies and tools to organize ideas (graphic organizers, lists webs, note-taking, etc.) 	<ul style="list-style-type: none"> ▪ Demonstrates some proficient prewrite skills and/or requires some teacher help 	<ul style="list-style-type: none"> ▪ Demonstrates few proficient prewrite skills and/or requires intensive teacher help

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Creates draft from ideas	<p>Independently demonstrates all proficient drafting skills and:</p> <ul style="list-style-type: none"> ▪ Drafts in genres beyond grade level focus ▪ Elaborates appropriately beyond grade level expectations ▪ Considers some of the six traits when drafting 	<ul style="list-style-type: none"> ▪ Creates draft from prewrite activities ▪ Re-reads while drafting ▪ Creates a draft that makes sense ▪ Writes in complete sentences (when appropriate) ▪ Develops text with purpose ▪ Attempts to include genre characteristics in first draft with teacher support ▪ Uses vocabulary of a writer (including but not limited to) to include in their writing and/or show understanding of: <ul style="list-style-type: none"> ▪ Dialogue ▪ Rhyme ▪ Sequence of events ▪ Setting ▪ Title 	<ul style="list-style-type: none"> ▪ Demonstrates some proficient drafting skills and/or requires some 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"> ▪ Seeks and effectively utilizes conferencing throughout the writing process beyond grade level expectations 	<p>With teacher support:</p> <ul style="list-style-type: none"> ▪ Re-reads own writing ▪ Identifies focus for conference ▪ Shares writing for improvement with teacher and peers ▪ Seeks and considers feedback ▪ Conferences using Six Trait vocabulary 	<ul style="list-style-type: none"> ▪ Demonstrates some proficient conferencing skills ▪ 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)	<p>Independently demonstrates all proficient revision skills beyond grade level expectations and:</p> <ul style="list-style-type: none"> ▪ Revision dramatically enhances original draft 	<p>With minimal teacher support:</p> <p>Based on conferences and self-assessment, student:</p> <ul style="list-style-type: none"> ✓ Adds / subtracts text to clarify ideas, meaning and improve word choice ✓ Recognizes that text has a structure and a genre ✓ Organizes text to convey message, topic or idea ✓ Attempts to include own voice in writing ✓ Adjusts word order for fluency ▪ Improves draft by using resource materials 	<ul style="list-style-type: none"> ▪ Demonstrates some proficient revision skills and/or requires 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)	<p>Independently demonstrates all proficient editing skills beyond grade level expectations and:</p> <ul style="list-style-type: none"> ▪ Appropriately uses reference materials (beginning dictionary, word wall, etc) ▪ Edits work significantly above grade level expectations 	<p>With some teacher support:</p> <ul style="list-style-type: none"> ▪ Identifies and corrects most capitalization, punctuation, grammar, and spelling errors according to grade level convention chart ▪ Uses grade-level editing marks 	<ul style="list-style-type: none"> ▪ Demonstrates some proficient editing skills and /or requires some teacher help ▪ May be reluctant to edit 	<ul style="list-style-type: none"> ▪ Demonstrates few proficient skills and/or requires intensive teacher help ▪ May be resistant to edit
Publishes and shares writing	<p>Independently demonstrates all proficient publishing skills and:</p> <ul style="list-style-type: none"> ▪ Publishes in a variety of formats (i.e. poster, play, brochure etc.) including technology when appropriate 	<ul style="list-style-type: none"> ▪ Uses writing process to publish a piece of writing ▪ Shares final product with class / intended audience when possible ▪ Demonstrates pride of ownership and neatness ▪ Publishes in a variety of ways (handwritten, word processed and visual aid) 	<ul style="list-style-type: none"> ▪ Demonstrates some proficient publishing skills and/ or requires 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"> ▪ Experiments in genres beyond grade level expectations(poetry, summary writing, etc) ▪ Shows above grade level grasp of genres in Writer’s Workshop writing ▪ Shows above level grasp and application of genre ▪ Exceeds grade level expectations 	<ul style="list-style-type: none"> ▪ Self-selects appropriate genre ▪ Writes in a variety of genres during writer’s workshop ▪ Understands concept of “choosing a genre” as part of writer’s workshop ▪ Recognizes format in genre (i.e. –poetry format vs. report format) ▪ Demonstrates understanding of and publishes in grade-level genre focus as taught each quarter: <ul style="list-style-type: none"> ✓ Personal narrative ✓ Descriptive ✓ Comparison / contrast ✓ Nonfiction research report ▪ Publishes in a timed writing genre (as grade appropriate): <ul style="list-style-type: none"> ✓ Completes a piece in allotted time ✓ Compacts writing process steps ✓ Responds appropriately to prompt 	<ul style="list-style-type: none"> ▪ Inconsistently demonstrates proficient genre skills and/ or requires teacher help ▪ Inconsistently understands or demonstrates genre skills and/or requires additional teacher help 	<ul style="list-style-type: none"> ▪ Demonstrates little understanding of proficient genre skills and/or requires intensive teacher help ▪ Demonstrates few proficient genre skills and/or requires intensive teacher help

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Demonstrates legible handwriting in daily work	<ul style="list-style-type: none"> ▪ Independently demonstrates all proficient handwriting skills ▪ Handwriting enhances published work 	<ul style="list-style-type: none"> ▪ Maintains skills developed in previous grades ▪ Recognizes, forms and uses cursive letters ▪ Uses and practices cursive letters in words, sentences and paragraphs when requested ▪ Handwriting is neat and easy-to-read 	<ul style="list-style-type: none"> ▪ Inconsistently demonstrates proficient handwriting skills and/ or requires teacher help ▪ Handwriting distracts the reader 	<ul style="list-style-type: none"> ▪ Demonstrates few of the proficient handwriting skills ▪ Handwriting difficult to read and meaning may be lost