3rd Grade Writing Assessment Rubric

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| Area | Descriptors | 4  Exceeding | 3  Proficient | 2  Developing | 1  Emerging | Area Total |
| Focus/Ideas | Writing 3:  I can write an original narrative in which I develop a real or imagined experience or event. | All proficient **plus** one of the following:   * Well defined main theme, moral or lesson * Selectively and purposefully uses information to make the topic understandable and interesting | * Writing addresses the prompt given and stays on topic * Details are used to inform or engage the reader * Characters are presented in detail * Events are presented with detail | Writing contains  3 characteristics listed for proficient. | Writing contains 1-2 characteristics listed for proficient. |  |
| I can use effective technique, descriptive details, and clear event sequences in my original narrative. |
| Organization | Writing includes an introduction of the narrator or characters. | All proficient **plus** one of the following:   * Flashback * The order of events is not sequential, but meaning is clear * An inviting lead to draw the reader in * A conclusion that shares emotion | * Introduction includes characters and setting * Sequence of events is in a logical order * Transitions flow smoothly * Conclusion gives sense of closure | Writing contains  3 characteristics listed for proficient. | Writing contains 1-2 characteristics listed for proficient. |  |
| Writing includes a sequence of events that unfolds naturally and makes sense to the reader. |
| Writing includes a relevant conclusion to provide closure. |
| Word Choice | Writing includes a combination of dialogue and descriptions to develop experiences and show a character’s response to situations. | All proficient **plus** one of the following:   * Striking words and phrases catch the reader’s attention and linger in their minds * Lively verbs add energy * Specific nouns and modifiers add depth. | * Sensory words are used to describe * “Showing” words, rather than “telling” words are used * Dialogue is included * Signal words are used to transition | Writing contains  3 characteristics listed for proficient. | Writing contains 1-2 characteristics listed for proficient. |  |
| Writing includes sequencing words & phrases to signal event order. |
| Sentence Fluency | Language 1.i:  Writing includes a variety of sentences (simple, compound and complex). | All proficient **plus** one of the following:   * Longer sentences are used to elaborate * Shorter sentences are used to create emphasis | * Sentence beginnings are not all alike. * Varying sentence lengths * Writing flows smoothly when read the first time * Dialogue sounds natural | Writing contains  3 characteristics listed for proficient. | Writing contains 1-2 characteristics listed for proficient. |  |
| Conventions | Language 1 & 2:  Student demonstrates command of the conventions of standard English grammar, spelling, capitalization and punctuation usage when writing. | There are no basic grammar, spelling, capitalization, or punctuation errors.  If mistakes are made, they occur when students are experimenting with an advanced technique or word choice. | There are a few basic grammar, spelling, capitalization, or punctuation errors; however the message is still clearly communicated. | There are some grammar, spelling, capitalization, or punctuation errors that make it difficult to understand the message. | There are many grammar, spelling, capitalization, or punctuation errors and the read is unable to determine a message. |  |
| Total: | | | | | |  |