

3rd Grade Writing – Rubric

Student Name:					Date:				
Teacher Name:									
Writing Skill	Almost Never 1		Rarely 2		Occasionally 3		Frequently 4		Almost Always 5
Text Types and Purposes									
1. Write opinion pieces on topics or texts, supporting a point of view with reasons. (W.3.1.)(DOK 2,3,4)									
a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.									
b. Provide reasons that support the opinion.									
c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.									
d. Provide a concluding statement or section.									
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.3.2.)(DOK 2,3,4)									
a. Introduce a topic and group related information together; include illustrations when useful to aid comprehension.									
b. Develop the topic with facts, definitions, and details.									
c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.									
d. Provide a concluding statement or section.									
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (W.3.3.)(DOK 2,3,4)									
a. Use an organizational structure to establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.									
b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.									
c. Use temporal words and phrases to signal event order.									
d. Provide a sense of closure.									

Production and Distribution of Writing

4. With guidance and support from adults, **produce** writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **(W.3.4.)(DOK 2,3,4)**

5. With scaffolding and support from peers and adults, **develop** and strengthen writing as needed by **planning, revising, and editing**. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) **(W.3.5) (DOK 2,3,4)**

6. With guidance and support from adults, use technology to **produce** and **publish** writing (using keyboarding skills) as well as to **interact** and **collaborate** with others. **(W.3.6.)(DOK 1,2)**

Research to Build and Present Knowledge

7. **Conduct** short research projects that build knowledge about a topic.
(W.3.7.)(DOK 2,3,4)

8. **Recall** information from experiences or gather information from print and digital sources; take brief notes on sources and **sort** evidence into provided categories. **(W.3.8.)(DOK 1,2)**

Range of Writing

10. **Write** routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. **(W.3.10.)(DOK 1,2,3,4)**

***Rating Descriptors Operationally Defined:**

Almost Never – grade level standard/skill is demonstrated/observed very little or not at all (with appropriate accommodations) with no generalization of skill across days and novel tasks.

Rarely – grade level standard/skill is demonstrated/observed infrequently (with appropriate accommodations) with little or no generalization of skill across days and novel tasks; teacher prompting does not always result in demonstration of skill.

Occasionally – grade level standard/skill is demonstrated/observed periodically (with appropriate accommodations) with inconsistent generalization across days and novel tasks; teacher prompting is often necessary for skill to be generalized.

Frequently – grade level standard/skill is demonstrated/observed often (with appropriate accommodations) with consistent generalization of skill across days and novel tasks; occasional teacher prompting is necessary for skill to be generalized.

Almost Always – grade level standard/skill is demonstrated/observed most of the time (with appropriate accommodations) with consistent and independent generalization of skill across days and novel tasks.

Place calendar date next to the numeral to signify date of data summary, and a listing of utilized data sources, summary and next steps in the appropriate spaces

Date #1:	Baseline Data Sources
Date #2:	Data Sources:
Summary	
Next Steps:	
Date #3:	Data Sources:
Summary:	
Next Steps:	
Date #4:	Data Sources:
Summary	
Next Steps:	
Date #5:	Data Sources:
Summary:	
Next Steps:	
Date #6:	Data Sources:
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Next Steps:	
Date #7:	Data Sources:
Summary:	
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Date #8:	Data Sources:
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Date #9:	Data Sources:
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Date #10:	Data Sources:
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Date #11:	Data Sources:
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Date #12:	Data Sources:
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