








## Woodford Writing Rubrics



### Opinion - 3rd Grade

	1	2	3	4
 <b>Ideas</b>	<ul style="list-style-type: none"><li>• Did not provide an opinion on a topic or text.</li><li>• Provided only one reason to support the opinion.</li></ul>	<ul style="list-style-type: none"><li>• Stated opinion on a topic or text, but is vague or unclear.</li><li>• Provided at least 2 reasons to support the opinion, but they are unclear or undeveloped.</li></ul>	<ul style="list-style-type: none"><li>• Stated opinion on a topic or text.</li><li>• Provided and developed reasons or examples to support the opinion.</li></ul>	<ul style="list-style-type: none"><li>• Stated a strong opinion about a topic or text.</li><li>• Provided and fully developed reasons, facts, or examples to support the opinion.</li></ul>
 <b>Organization</b>	<ul style="list-style-type: none"><li>• Beginning was unclear or is ineffective.</li><li>• Did not use transitions, or used weak wording that failed to connect ideas.</li><li>• Ending was unclear or failed to provide some sense of closure.</li></ul>	<ul style="list-style-type: none"><li>• Wrote a beginning that states an opinion.</li><li>• The writer connected parts of her piece using words such as also, another, and because.</li><li>• Wrote an ending to remind readers of opinion.</li></ul>	<ul style="list-style-type: none"><li>• Hooked readers with a lead and clearly stated opinion.</li><li>• Used linking words and phrases to connect reasons to opinion.</li><li>• Grouped information into paragraphs that supported the opinion.</li><li>• Wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.</li></ul>	<ul style="list-style-type: none"><li>• Hooked readers with an interesting lead and clearly stated opinion.</li><li>• Used appropriate transitions to link opinion and reasons.</li><li>• Grouped information into strong paragraphs that supported the opinion.</li><li>• Provided a conclusion in which the writer restated the opinion and may have offered a final thought or question for readers to consider.</li></ul>
 <b>Voice</b>	<ul style="list-style-type: none"><li>• No clear tone based on purpose and audience.</li></ul>	<ul style="list-style-type: none"><li>• Weak or inappropriate tone based on purpose and audience.</li></ul>	<ul style="list-style-type: none"><li>• Used an appropriate tone based on purpose and audience.</li></ul>	<ul style="list-style-type: none"><li>• Used a convincing tone based on purpose and audience</li></ul>
 <b>Word Choice</b>	<ul style="list-style-type: none"><li>• Used limited variety or weak word choice.</li></ul>	<ul style="list-style-type: none"><li>• Chose words and phrases for effect (i.e. strong verbs, &amp; adjectives).</li></ul>	<ul style="list-style-type: none"><li>• Chose words and phrases for effect (i.e. vivid verbs, figurative language).</li></ul>	<ul style="list-style-type: none"><li>• Used deliberate word choices to convince the reader.</li><li>• Used grade appropriate figurative language to convince the reader.</li></ul>
 <b>Sentence Fluency</b>	<ul style="list-style-type: none"><li>• Used incomplete sentence or run-on sentences.</li></ul>	<ul style="list-style-type: none"><li>• Used mainly one sentence type or structure.</li></ul>	<ul style="list-style-type: none"><li>• Used a variety of sentence types and structures (i.e. simple, compound, and complex sentences)</li></ul>	<ul style="list-style-type: none"><li>• Used a variety of sentence types and structures (i.e. simple, compound, and complex sentences) for meaning, reader interest, and style.</li></ul>



## Woodford Writing Rubrics



### Conventions





- |   |   |   |   |
|---|---|---|---|
| <ul style="list-style-type: none"><li>• Capitalized and punctuated sentences incorrectly.</li><li>• Spelled several words incorrectly.</li><li>• Spelled common high frequency words incorrectly.</li></ul> | <ul style="list-style-type: none"><li>• Did not always use spelling patterns (tion, er, ly, etc.) to spell a word correctly.</li><li>• Capitalized and punctuated some sentences correctly.</li><li>• Spelled some common high frequency words correctly.</li></ul> | <ul style="list-style-type: none"><li>• Demonstrated grade level command of the conventions of standard English grammar and usage.</li><li>• Demonstrated grade level command of the conventions of standard English capitalization, punctuation, and spelling.</li></ul> | <ul style="list-style-type: none"><li>• Demonstrated above grade level command of the conventions of standard English grammar and usage.</li><li>• Demonstrated above grade level command of the conventions of standard English capitalization, punctuation, and spelling.</li></ul> |
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## Woodford Writing Rubrics





### Informational -3rd Grade

	1	2	3	4
 <b>Ideas</b>	<ul style="list-style-type: none"><li>• Taught readers a limited amount about a topic using only a few facts and details.</li></ul>	<ul style="list-style-type: none"><li>• Taught readers some important facts and details about a topic.</li><li>• Used different kinds of information in the writing such as facts, definitions, details, steps, and tips.</li></ul>	<ul style="list-style-type: none"><li>• Taught readers information about a topic in a variety of ways.(i.e. put in ideas, observations, and/or questions.)</li><li>• Wrote facts, definitions, details, and observations about the topic and explained some of them.</li><li>• Taught information in an interesting way (included illustrations where appropriate).</li></ul>	<ul style="list-style-type: none"><li>• Taught readers information about a topic using text features, facts, details, quotes, and/or ideas.</li><li>• Included subtopics that were important and interesting.</li><li>• Included different kinds of facts and details (i.e. numbers, names, and examples).</li><li>• Obtained information from a variety of sources (discussion, text, and background knowledge).</li></ul>
 <b>Organization</b>	<ul style="list-style-type: none"><li>• Wrote an unclear beginning that identifies a topic.</li><li>• Wrote about a topic part by part.</li><li>• Wrote an unclear ending or failed to provide closure.</li></ul>	<ul style="list-style-type: none"><li>• Wrote a beginning that named a topic and interested readers.</li><li>• The writing had different parts. Each part told different information about the topic.</li><li>• Wrote an ending to wrap up the piece.</li></ul>	<ul style="list-style-type: none"><li>• Hooked readers with a lead and identified a topic and purpose.</li><li>• Used transitions to move the text along.</li><li>• Grouped information into paragraphs. Each paragraph was mostly about one thing that connected to the big topic.</li><li>• Wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.</li></ul>	<ul style="list-style-type: none"><li>• Hooked readers with an interesting lead and identified a topic and purpose.</li><li>• Used appropriate transitions to link ideas within categories of information.</li><li>• The writer made choices about organization appropriate to the topic (i.e. compare/contrast, cause/effect, pro/con, diagrams, charts, headings, bold words, headings, definition boxes).</li><li>• Grouped information into paragraphs that supported the topic.</li><li>• Wrote an ending that drew conclusions, asked questions, and/or suggested ways readers might respond.</li></ul>
 <b>Voice</b>	<ul style="list-style-type: none"><li>• No clear tone based on purpose and audience.</li></ul>	<ul style="list-style-type: none"><li>• Weak or inappropriate tone based on purpose and audience.</li></ul>	<ul style="list-style-type: none"><li>• Used an appropriate tone based on purpose and audience.</li></ul>	<ul style="list-style-type: none"><li>• Used a confident tone based on purpose and audience</li></ul>
 <b>Word Choice</b>	<ul style="list-style-type: none"><li>• Chose words unrelated to topic.</li></ul>	<ul style="list-style-type: none"><li>• Chose some domain specific words to teach readers.</li></ul>	<ul style="list-style-type: none"><li>• Chose domain specific words to teach readers</li><li>• Chose words and phrases for effect</li></ul>	<ul style="list-style-type: none"><li>• Chose domain specific words to teach readers (i.e. repeating key words).</li><li>• Chose interesting comparisons to clarify ideas</li><li>• Chose words and phrases for effect</li></ul>



## Woodford Writing Rubrics



 <b>Sentence Fluency</b>	<ul style="list-style-type: none"><li>Used incomplete sentence or run-on sentences.</li></ul>	<ul style="list-style-type: none"><li>Used mainly one sentence type or structure.</li></ul>	<ul style="list-style-type: none"><li>Used some variety of sentence types and structures (i.e. simple, compound, and complex sentences)</li></ul>	<ul style="list-style-type: none"><li>Used wide variety of sentence types and structures (i.e. simple, compound, and complex sentences) for meaning, reader interest, and style.</li></ul>
 <b>Conventions</b>	<ul style="list-style-type: none"><li>Capitalized and punctuated sentences incorrectly.</li><li>Spelled several words incorrectly.</li><li>Spelled common high frequency words incorrectly.</li></ul>	<ul style="list-style-type: none"><li>Did not always use spelling patterns (tion, er, ly, etc.) to spell a word correctly.</li><li>Capitalized and punctuated some sentences correctly.</li><li>Spelled some common high frequency words correctly.</li></ul>	<ul style="list-style-type: none"><li>Demonstrated grade level command of the conventions of standard English grammar and usage.</li><li>Demonstrated grade level command of the conventions of standard English capitalization, punctuation, and spelling.</li></ul>	<ul style="list-style-type: none"><li>Demonstrated above grade level command of the conventions of standard English grammar and usage.</li><li>Demonstrated above grade level command of the conventions of standard English capitalization, punctuation, and spelling.</li></ul>








WOODFORD COUNTY  
PUBLIC SCHOOLS  
How Good Must Be

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WOODFORD COUNTY  
PUBLIC SCHOOLS  
How Good Must Be

### Narrative - 3rd Grade

	1	2	3	4
 <b>Ideas</b>	<ul style="list-style-type: none"><li>• Wrote about the order of events (two or more) that happened to tell a story.</li><li>• Wrote some details about what happened.</li></ul>	<ul style="list-style-type: none"><li>• Wrote about an event or short sequence of events.</li><li>• Brought characters to life with details, feelings, and actions.</li></ul>	<ul style="list-style-type: none"><li>• Wrote a story to develop real or imagined experiences or events.</li><li>• Used details to develop experiences and events or show the response of character(s) to situations.</li></ul>	<ul style="list-style-type: none"><li>• Wrote a real or imagined story with developed characters, setting, and plot throughout the story.</li><li>• Used descriptive details to develop experiences and events or show the response of character(s) to situations.</li></ul>
 <b>Organization</b>	<ul style="list-style-type: none"><li>• Wrote an inappropriately sequenced beginning, middle, and end.</li><li>• Did not use transition words.</li><li>• Wrote an ending that provided a unclear sense of closure.</li></ul>	<ul style="list-style-type: none"><li>• Wrote a beginning introducing the characters and the setting.</li><li>• Used time/order transitions to signal event order.</li><li>• Wrote an ending that provided a sense of closure.</li></ul>	<ul style="list-style-type: none"><li>• Wrote story in a logical sequence.</li><li>• Used time/order transitions to signal event order.</li><li>• Used paragraphs to separate beginning, middle and end of story.</li><li>• Wrote an ending that provided an interesting sense of closure.</li></ul>	<ul style="list-style-type: none"><li>• Wrote an interesting beginning introducing the characters, the setting and what is happening in the story</li><li>• Organized events into a sequence that unfolds naturally.</li><li>• Used a variety of transitional words and phrases to manage the sequence of events.</li><li>• Used paragraphs to separate the different parts or times of the story.</li><li>• Wrote an ending that provided readers a sense of closure and connected to the narrated experience or event.</li></ul>
 <b>Voice</b>	<ul style="list-style-type: none"><li>• Did not use descriptions of actions, thoughts, and feelings to develop experiences and events</li></ul>	<ul style="list-style-type: none"><li>• Used descriptions of actions, thoughts, and feelings to develop experiences and events</li></ul>	<ul style="list-style-type: none"><li>• Used dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events</li></ul>	<ul style="list-style-type: none"><li>• Used a storytelling voice and conveyed the emotion or tone of the story through description, phrases, dialogue, and thoughts.</li></ul>
 <b>Word Choice</b>	<ul style="list-style-type: none"><li>• Used weak words that did not help readers picture the story.</li></ul>	<ul style="list-style-type: none"><li>• Used words that helped readers picture the story.</li></ul>	<ul style="list-style-type: none"><li>• Used strong words that helped readers picture the story.</li></ul>	<ul style="list-style-type: none"><li>• Used concrete words and phrases and sensory details to convey experiences and events precisely.</li></ul>
 <b>Sentence Fluency</b>	<ul style="list-style-type: none"><li>• Used incomplete sentence or run-on sentences.</li></ul>	<ul style="list-style-type: none"><li>• Used mainly one sentence type or structure.</li></ul>	<ul style="list-style-type: none"><li>• Used a variety of sentence types and structures (i.e. simple, compound, and complex sentences)</li></ul>	<ul style="list-style-type: none"><li>• Used a variety of sentence types and structures (i.e. simple, compound, and complex sentences) for meaning, reader interest, and style.</li></ul>



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