## Grade 3 Writing Rubric

<table>
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<tr>
<th><strong>COMPOSING</strong></th>
<th><strong>WRITTEN EXPRESSION</strong></th>
<th><strong>USAGE/MECHANICS</strong></th>
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<tbody>
<tr>
<td><strong>MEETS 3</strong></td>
<td><strong>MEETS 3</strong></td>
<td><strong>REASONABLE CONTROL</strong></td>
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### Prewriting:

- Use a prewriting strategy

### Central Idea:

A clear consistent focus on a central idea is developed.

### Organization:

- Introduce a topic and group related information in paragraph form.
- Provide a concluding statement or section related to the topic

### Elaboration:

- Add specific details that further elaborate the main idea
- Use facts, definitions, opinions, quotations, details, or other examples or information to develop the topic

### Technology:

- Use available technology to compose, edit and share writing as well as to interact and collaborate with others.

### Language:

- Use specific vocabulary to inform and explain the topic/convey experiences and events
- Clarify writing when revising by including specific vocabulary and information
- Use precise nouns, verbs, and adjectives

### Voice:

- Use precise, descriptive vocabulary to show the writer’s personality

### Tone:

- Use vivid language to convey the authors feelings and attitude

### Rhythmic Flow:

- Use transition words and phrases for sentence variety and to manage the sequence of events
- Use linking words and linking phrases to connect ideas within categories of information

### Sentence Formation:

- Write complete sentences
- Use signal words in dialogue (e.g. he said, she exclaimed)

### Usage:

- Use the word I in compound subjects
- Use past and present verb tenses
- Use singular possessives
- Use simple abbreviations
- Use articles a, an, and the correctly

### Mechanics:

- Formatting: Indent to show that the speaker has changed (in dialogue); paragraph indentation/spacing between
- Spelling: Use correct spelling for sight words and frequently used words, including irregular plurals
- Capitalization; capitalize proper nouns and words at the beginning of sentences, and the word I
- Internal punctuation: Use commas in a simple series, apostrophes in contractions with pronouns, quotation marks to indicate someone is saying something
- End punctuation: Punctuate declarative (.), interrogative (?), and exclamatory (!) sentences

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First __________________ Last ____________________

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At the third-grade level, students will continue to develop their writing skills. When they write letters, stories, and simple explanations, the instructional emphasis will be on paragraph development. Their sentences will become more complex, and they will learn to select details to elaborate the main idea of the paragraph. Students will revise and edit for correct sentence formation, grammar, capitalization, punctuation, and spelling. They will use their written communication skills across the curricula.

Add the three scores together to get a raw score; divide the sum (raw score) by 3 to get the total score.

\[
\frac{\text{Composing} + \text{Written Expression} + \text{Usage/Mechanics}}{3} = \text{Total Score}
\]

<table>
<thead>
<tr>
<th>Score</th>
<th>Descriptors</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 = Exceeds</td>
<td>Exemplary, advanced, consistent, near perfect, high</td>
</tr>
<tr>
<td>3 = Meets</td>
<td>Almost accomplished, proficient, solid, reasonable, S, middle/high</td>
</tr>
<tr>
<td>2 = Almost meets</td>
<td>Partially meets, developing, basic, inconsistent, P, middle/low</td>
</tr>
<tr>
<td>1 = Does not meet</td>
<td>Not evident, below basic, little or no control, N, low</td>
</tr>
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</table>

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