Third Grade Informative/Explanatory Scoring Rubric

	4 (Exceeds Grade Level)	3 (Meets)	2 (Nearly Meets)	1 (Does Not Meet)
Purpose/ Information CCSS*: ➢ RIT – 1 ➢ W – 2	• Responds skillfully to all parts of the prompt • Demonstrates a strong understanding of topic/text(s)	• Responds to all parts of the prompt • Demonstrates an understanding of topic/text(s)	• Responds to most parts of the prompt • Demonstrates limited understanding of topic/text(s)	• Responds to some or no parts of the prompt • Demonstrates little to no understanding of topic/text(s)
Organization CCSS: ➢ W – 2a ➢ W – 2c ➢ W – 2d ➢ W – 4	• Organizes ideas and information into logical, coherent paragraphs that are clear to the reader • Skillfully groups and structures related information in paragraphs and sections • Uses linking words and phrases strategically to connect ideas within categories of information	• Organizes ideas and information using a clear topic sentence, details, explanation, and concluding statement • Groups related information together • Uses effective linking words and phrases to connect ideas	• Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) • Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) • Attempts to use some simplistic linking words to connect ideas	• Organizes with no evidence of paragraph structure • Does not group related information together • Uses no linking words
Evidence/ Support CCSS: ➢ RIT – 1 ➢ W – 2b ➢ W – 8	• Skillfully uses relevant and substantial text support from the resources with accuracy • Uses credible and varied sources • Develops the topic with facts, definitions, concrete details, quotations, or other information and examples	• Uses relevant and sufficient text support from the resources with accuracy • Uses credible sources • Develops the topic with facts, definitions, and details	• Uses mostly relevant text support but may lack sufficient evidence and/or accurate use • Uses mostly credible sources • Develops the topic with limited facts, definitions, or details	• Does not use relevant or sufficient text support from the resources with accuracy • Uses few to no credible sources • Uses few to no facts, definitions, or details
Language/ Conventions CCSS: ➢ L – 1 ➢ L – 2	• Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance readability • Utilizes precise and sophisticated word choice	• Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and does not interfere with readability • Utilizes strong and grade-level appropriate word choice	• Uses some correct sentence structures • Demonstrates some grade level appropriate conventions, but errors may interfere with readability • Utilizes vague or basic word choice	• Uses little to no correct sentence structure • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the readability • Utilizes incorrect and/or simplistic word choice

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "RIT"=Reading – Informational Text; "L"= Language strand)

Adapted from the Elk Grove Unified School District.

Third Grade Informative/Explanatory Writing

CCR Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

SBAC Rubric Level 3 (Meets*)	Grade Level Standards	What to Look for in Student Writing (Adapted from Lucy Calkins)
The response provides adequate support/evidence for the opinion and supporting idea(s) that includes the use of sources, facts, and details. The response adequately expresses ideas, employing a mix of precise with more general language: • Controlling or main idea of the topic is clear and the focus is mostly maintained for the purpose, audience, and task. • Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas. • Adequate introduction and conclusion. • Adequate progression of ideas from beginning to end; adequate connections between and among ideas. • Adequate evidence (facts and details) from sources is integrated and relevant, yet may be general. • Adequate use of some elaborative techniques (may include the use of personal experiences that support the controlling/main idea). • Vocabulary is generally appropriate for the audience and purpose. • Generally appropriate style is evident. • Adequate use of citations or attribution to source material. (Noted in grade level scoring guide for 3-5) • Adequate use of correct sentence formation punctuation grammar usage and spelling.**	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. • Develop the topic with facts, definitions, and details. • Use linking words and phrases (e.g., another, and more, also, but) to connect ideas within categories of information. • Provide a concluding statement or section. • **See grade level convention standards in the language section of the CCSS- (Language CCR AS 1)	**The writer…** taught readers information about a topic using ideas, observations, and questions. introduced the subject/topic in a way that engaged the reader. used sequence words (e.g., first, then, before, after). wrote an ending which drew a conclusion(s). grouped information into parts which connected to the topic. wrote and explained facts, details, definitions, and observations. may have used diagrams, captions, or drawings to interest the reader.

*Smarter Balanced Rubric 4-Point Informative: Score of three or "Effective"

Third Grade Narrative Scoring Rubric

	4 (Exceeds Grade Level)	3 (Meets)	2 (Nearly Meets)	1 (Does Not Meet)
Purpose/ Setting CCSS*: ➢ W – 3a ➢ W – 4	• Responds skillfully to all parts of the prompt • Orients the reader by establishing a vivid situation (real or imagined) and introducing characters and/or a narrator	• Responds to all parts of the prompt • Establishes a situation (real or imagined) and introducing characters and/or a narrator	• Responds to most parts of the prompt • Establishes a situation (real or imagined) and attempts to introduce characters and/or a narrator	• Responds to some or no parts of the prompt • Fails to establish a situation (real or imagined) and does not introduce characters and/or a narrator
Organization/ Plot CCSS: ➢ W – 3a ➢ W – 3c ➢ W – 3d ➢ W – 4	• Coherently organizes a clear event sequence that unfolds naturally • Skillfully uses temporal words and phrases to signal event order • Provides a conclusion that follows from the narrated experience or events	• Organizes a clear event sequence that unfolds naturally • Uses temporal words and phrases to signal event order • Provides a sense of closure	• Organizes some sequencing but might confuse the reader • Uses some temporal words and/or phrases to signal event order • Attempts a conclusion	• Does not sequence narrative in a logical order • Narrative is confusing • Uses few to no temporal words or phrases to manage the sequence of events • Conclusion is not attempted or discernible
Elaboration/ Narrative Techniques CCSS: ➢ W – 3b	• Uses creative descriptions of actions, thoughts, and feelings to develop experiences and events • Uses vivid dialogue to show the response of characters to situations	• Uses descriptions of actions, thoughts, and feelings to develop experiences and events • Uses dialogue to show the response of characters to situations	• Uses minimal or irrelevant descriptions of actions, thoughts, or feelings to describe experiences /events • Attempts to use dialogue to support plot	• Uses little to no description of actions, thoughts, or feelings to describe experiences /events • Does not use dialogue to support plot
Language/ Conventions CCSS: ➢ L – 1 ➢ L – 2	• Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning • Utilizes precise and sophisticated word choice	• Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Utilizes strong and grade-level appropriate word choice	• Uses some correct sentence structures • Demonstrates some grade level appropriate conventions, but errors may obscure meaning • Utilizes vague or basic word choice	• Uses little to no correct sentence structure • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Utilizes incorrect and/or simplistic word choice

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Third Grade Narrative Writing

CCR Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

SBAC Rubric Level 3 (Meets*)	Grade Level Standards	What to Look for in Student Writing (Adapted from Lucy Calkins)
The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.	**The writer…**
• An evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected.	• Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	wrote the important parts of an event or story part by part in sequential order.
• Adequately maintains a setting, develops narrator/characters.	• Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.	wrote a beginning which established characters and setting. worked to show what was happening to the characters and/or how they were feeling.
• Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas.	• Use temporal words and phrases to signal event order.	used phrases such as "after a while" and "a little later" to tell the story in event order.
• Adequate sequence of events from beginning to end.	• Provide a sense of closure.	used paragraphs to separate times or parts of the story.
• Adequate opening and closure for audience and purpose.	• **See grade level convention standards in the language section of the CCSS- (Language CCR AS 1)	used description to help the reader picture what was happening.
• Experiences, characters, setting, and events are adequately developed.		used an action, dialogue or feeling to end the story.
• Connections to source materials may contribute to the narrative.		
• Adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience.		
• Adequate use of sensory, concrete, and figurative language that generally advances the purpose.		
• Generally appropriate style is evident.		
• Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.**		

*Smarter Balanced Rubric 4-Point Narrative: Score of three or "Effective"

Third Grade Opinion Scoring Rubric

	4 (Exceeds Grade Level)	3 (Meets)	2 (Nearly Meets)	1 (Does Not Meet)
Purpose/ Opinion CCSS*: ➢ W – 1a ➢ W – 1 b ➢ W – 4	• Responds skillfully to all parts of the prompt • States an opinion that demonstrates an insightful understanding of topic/text	• Responds to all parts of the prompt • States an opinion that demonstrates an understanding of topic/text	• Responds to most parts of the prompt • States an opinion that demonstrates limited understanding of topic/text	• Responds to some or no parts of the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization CCSS: ➢ W – 1a ➢ W – 1c ➢ W – 1d ➢ W – 4	• Organizes ideas and information into logical, coherent paragraphs that are clear to the reader • Uses linking words and phrases skillfully to connect reasons to opinion	• Organizes ideas and information using a clear topic sentence, details, explanation, and concluding statement • Uses linking words and phrases to connect reasons to opinion	• Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) • Uses some linking words to connect reasons to opinion but simplistically or ineffectively	• Organizes with no evidence of paragraph structure • Uses no linking words
Evidence/ Support CCSS: ➢ RIT – 1 ➢ W – 1b	• Supports opinion skillfully with substantial and relevant facts, details, and/or reasons • Provides explanation/analysis of how evidence supports opinion	• Supports opinion with relevant reasons • Provides clear explanation of how reasons support opinion	• Supports opinion with minimal and/or irrelevant reasons • Provides some explanation of how reasons support opinion	• Does not support opinion with reasons • Provides no or inaccurate explanation of how reasons support opinion
Language/ Conventions CCSS: ➢ L – 1 ➢ L – 2	• Uses purposeful and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning • Uses precise and sophisticated academic and domain-specific vocabulary appropriate for the audience and purpose	• Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not obscure meaning • Uses academic and domain-specific vocabulary appropriate for the audience and purpose	• Uses some correct but repetitive sentence structures • Demonstrates some grade level appropriate conventions, but errors may obscure meaning • Uses limited academic and/or domain-specific vocabulary for the audience and purpose	• Uses little to no correct sentence structure • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the meaning • Uses no academic or domain-specific vocabulary

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Adapted from the Elk Grove Unified School District.

Third Grade Opinion Writing

CCR Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

SBAC Rubric Level 3 (Meets*)	Grade Level Standards	What to Look for in Student Writing (Adapted from Lucy Calkins)
The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused: • Opinion is clear, and the focus is mostly maintained for the purpose, audience, and task. • Adequate use of transitional strategies with some variety to clarify relationships between and among ideas. • Adequate introduction and conclusion. • Adequate progression of ideas from beginning to end; adequate connections between and among ideas. • Adequate evidence from sources is integrated; some references may be general. • Adequate use of some elaborative techniques (may include the use of personal experiences that support the opinion). • Vocabulary is generally appropriate for the audience and purpose. • Generally appropriate style is evident. • Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.**	Write opinion pieces on topics or texts, supporting a point of view with reasons. • Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provide reasons that support the opinion. • Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. • Provide a concluding statement or section. • **See grade level convention standards in the language section of the CCSS- (Language CCR AS 1)	**The writer…** stated his opinion and ideas on a text or topic and helped his readers understand his reasons. clearly stated his opinion in the introduction and hooked the reader into caring about his opinion. connected ideas and reasons with examples using transitional words and phrases (e.g., such as, one reason, for example, and another, also). restated her opinion in the conclusion and may have added a thought or comment related to that opinion. provided several reasons/examples supporting her opinion and provided supporting details for each reason/example. grouped like-information. wrote in ways that convinced his reader to think or feel in a certain way.

*Smarter Balanced Rubric 4-Point Opinion: Score of three or "Effective"