

Semester ONE Rubric – GRADE 3

**Writing**

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Prewrites using grade appropriate strategies	<ul style="list-style-type: none"> <li>♣ Independently demonstrates all proficient pre-write skills</li> </ul>	<p><b>With teacher support:</b></p> <ul style="list-style-type: none"> <li>♣ Considers audience</li> <li>♣ Considers purpose (to inform, to explain, to describe)</li> <li>♣ Considers genre (narrative, creative, expository)</li> <li>♣ Generates ideas (brainstorms independently and w/ peers from verbal and/or written prompt)</li> <li>♣ Gathers and seeks information</li> <li>♣ Uses strategies and tools to organize ideas (graphic organizers, webs, note taking, etc)</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates some proficient prewrite skills and/or requires additional teacher help</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates few proficient prewrite skills and/or requires intensive teacher help</li> </ul>
Creates draft from prewrite ideas	<ul style="list-style-type: none"> <li>♣ Independently demonstrates all proficient drafting skills</li> </ul>	<p><b>With teacher support:</b></p> <ul style="list-style-type: none"> <li>♣ Creates draft from prewrite</li> <li>♣ Rereads while drafting</li> <li>♣ Creates a draft that makes sense</li> <li>♣ Writes in complete sentences (when appropriate)</li> <li>♣ Develops draft with purpose</li> <li>♣ Attempts to include genre characteristics in first draft</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates some proficient drafting skills and/or requires additional teacher help</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates few proficient drafting skills and/or requires intensive teacher help</li> </ul>

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Conferences and reflects to improve writing	<p>Independently demonstrates all proficient conferencing skills and:</p> <ul style="list-style-type: none"> <li>♣ Rereads own writing for improvement</li> <li>♣ Seeks and considers feedback</li> <li>♣ Uses Six Trait vocabulary during conferences</li> </ul>	<p><b>With teacher support:</b></p> <ul style="list-style-type: none"> <li>♣ Rereads own writing</li> <li>♣ Shares writing with teacher and peers</li> <li>♣ Seeks and considers feedback from teachers and peers</li> <li>♣ Begins to use Six Trait vocabulary during conferences</li> </ul>	<ul style="list-style-type: none"> <li>♣ Inconsistently understands or demonstrates proficient conferencing skills and/or requires additional teacher help</li> <li>♣ May be reluctant to share or conference</li> <li>♣ Shares without purpose</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates few proficient conferencing skills and/or requires intensive teacher help</li> <li>♣ May be resistant to conference or share</li> </ul>
Revises writing using Six Trait criteria	<ul style="list-style-type: none"> <li>♣ Independently demonstrates all proficient revision skills</li> </ul>	<p><b>With teacher support and modeling:</b></p> <ul style="list-style-type: none"> <li>♣ Based on conferences and self-assessment, student uses 6 Trait criteria to:               <ul style="list-style-type: none"> <li>┌ Add or subtract text to clarify ideas, meaning and improve word choice</li> <li>┌ Recognize that text has a structure and a genre</li> <li>┌ Organize text to convey message, topic or idea</li> <li>┌ Attempt to include own voice in writing</li> <li>┌ Adjust word order for fluency</li> </ul> </li> <li>♣ Improves draft by using resource materials</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates some proficient revision skills and/or requires additional teacher help</li> <li>♣ May be reluctant to revise</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates few proficient revision skills and/or requires intensive teacher help</li> <li>♣ May be resistant to revise</li> </ul>

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Edits writing for conventions	<ul style="list-style-type: none"> <li>♣ Independently demonstrates proficient editing skills</li> </ul>	<p><b>With teacher support and modeling:</b></p> <ul style="list-style-type: none"> <li>♣ Identifies and corrects most capitalization, punctuation, grammar and spelling errors according to grade level convention chart</li> <li>♣ Often uses grade-level editing marks</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates some proficient editing skills and/or requires additional teacher help</li> <li>♣ May be reluctant to edit</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates few proficient editing skills and/or requires intensive teacher help</li> <li>♣ May be resistant to edit</li> </ul>
<p>Spells “No Excuse Words” correctly in everyday writing</p> <p><b>TEACHER NOTE:</b> Do not use quarterly NO EXCUSE WORD list assessment as basis for scoring.</p> <p>The focus is on student proficiency with correct spelling of grade level NO EXCUSE WORDS in daily writing.</p>	<ul style="list-style-type: none"> <li>♣ Consistently spells and uses NO EXCUSE WORDS correctly in writing</li> </ul>	<ul style="list-style-type: none"> <li>♣ Spells and uses NO EXCUSE WORDS in writing with minimal errors utilizing NO EXCUSE WORD resources</li> </ul>	<ul style="list-style-type: none"> <li>♣ Spells and uses NO EXCUSE WORDS with frequent errors</li> </ul>	<ul style="list-style-type: none"> <li>♣ Does not attend to accuracy of spelling or usage of NO EXCUSE WORDS in writing</li> </ul>

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Publishes and shares writing with intended audience	<ul style="list-style-type: none"> <li>♣ Independently demonstrates all proficient publishing skills</li> </ul>	<p><b>With teacher support:</b></p> <ul style="list-style-type: none"> <li>♣ Uses writing process to publish a piece of writing</li> <li>♣ Shares final product with class / intended audience when possible</li> <li>♣ Completes published work neatly</li> <li>♣ Demonstrates pride of ownership and neatness</li> <li>♣ Publishes in a variety of ways (handwritten, word processed, visual aids)</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates some publishing skills and/or requires additional teacher help</li> <li>♣ May be reluctant to publish and/ or share</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates few proficient publishing skills and/or requires intensive teacher help</li> <li>♣ May be resistant to publish and/or share</li> </ul>
Writes using a variety of formats/genres based on purpose and audience in Writer’s Workshop	<p>Independently demonstrates all proficient genre skills and:</p> <ul style="list-style-type: none"> <li>♣ Begins to experiment with genres in own writing</li> <li>♣ Shows above level grasp and application of genres in Writer’s Workshop writing</li> </ul>	<p><b>With teacher support and modeling:</b></p> <ul style="list-style-type: none"> <li>♣ Self-selects and/or applies appropriate genre</li> <li>♣ Writes correctly in a variety of genres</li> <li>♣ Understands concept of “choosing a genre” as part of writer’s workshop</li> <li>♣ Recognizes format in genre (i.e. letter format, poetry format, report format)</li> </ul>	<ul style="list-style-type: none"> <li>♣ Inconsistently understands or demonstrates genre skills and/or requires additional teacher help</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates few proficient genre skills and/or requires intensive teacher help</li> </ul>

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Writes in teacher assigned genre	Independently demonstrates all proficient genre skills and: <ul style="list-style-type: none"> <li>♣ Shows above level grasp and application of genre</li> <li>♣ Exceeds grade level expectations</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates <b>understanding of and publishes in</b> grade-level genre focus as taught each quarter:                             <ul style="list-style-type: none"> <li>┌ Personal narrative</li> <li>┌ Descriptive</li> <li>┌ Comparison / contrast</li> <li>┌ Nonfiction research report</li> </ul> </li> <li>♣ Publishes in a timed writing genre (as grade appropriate):                             <ul style="list-style-type: none"> <li>┌ Completes a piece in allotted time</li> <li>┌ Compacts writing process steps</li> <li>┌ Responds appropriately to prompt</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>♣ Inconsistently understands or demonstrates genre skills and/or requires additional teacher help</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates few proficient genre skills and/or requires intensive teacher help</li> </ul>
Identifies and uses craft from published authors in own writing	Not assessed semester 1	Not assessed semester 1	Not assessed semester 1	Not assessed semester 1

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Demonstrates legible handwriting in daily work	Independently demonstrates all proficient handwriting skills and: ♣ Uses cursive writing to complete some work	♣ Maintains skills developed in previous grades ♣ Begins to recognize, form, and use cursive letters when requested ♣ Handwriting is neat and easy to read	♣ Demonstrates some handwriting skills and/or requires teacher help ♣ Handwriting distracts the reader	♣ Demonstrates few proficient handwriting skills and/or requires intensive teacher help ♣ Handwriting difficult to read and meaning may be lost
Uses time effectively during Writer’s Workshop	♣ Independently demonstrates all proficient skills	<b>With some teacher support:</b> ♣ Follows established writer’s workshop procedures ♣ Moves through the writing process ♣ Meets project deadlines as set by self or teacher ♣ Maintains focus during independent time	♣ Inconsistently demonstrates proficient skills and/or requires additional teacher help ♣ Requires reminders to begin work and stay on task ♣ Meets some deadlines set by self or teacher	♣ Demonstrates few proficient skills and/or requires intensive teacher help ♣ Often off task ♣ Seldom meets deadlines