

Semester TWO Rubric – GRADE 3

Writing

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Prewrites using grade appropriate strategies	<p>Independently demonstrates all proficient prewrite skills beyond grade level expectations and:</p> <ul style="list-style-type: none"> ♣ Understands connection between genre and prewrite strategies 	<ul style="list-style-type: none"> ♣ Considers audience ♣ Considers purpose (to describe, to inform, to explain) ♣ Considers genre (narrative, creative, expository) ♣ Generates ideas (brainstorms independently & w/ peers, from verbal and/or written prompt) ♣ Seeks and gathers information ♣ Uses strategies and tools to organize ideas (graphic organizers, lists webs, note-taking, etc.) 	<ul style="list-style-type: none"> ♣ Demonstrates some proficient prewrite skills and/or requires some teacher help 	<ul style="list-style-type: none"> ♣ Demonstrates few proficient prewrite skills and/or requires intensive teacher help
Creates draft from prewrite ideas	<p>Independently demonstrates all proficient drafting skills and:</p> <ul style="list-style-type: none"> ♣ Drafts in genres beyond grade level focus ♣ Elaborates appropriately beyond grade level expectations ♣ Considers some of the six traits when drafting 	<ul style="list-style-type: none"> ♣ Creates draft from prewrite activities ♣ Re-reads while drafting ♣ Creates a draft that makes sense ♣ Writes in complete sentences (when appropriate) ♣ Develops text with purpose ♣ Attempts to include genre characteristics in first draft with teacher support 	<ul style="list-style-type: none"> ♣ Demonstrates some proficient drafting skills and/or requires some teacher help 	<ul style="list-style-type: none"> ♣ Demonstrates few proficient drafting skills and/or requires intensive teacher help

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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"> ♣ Seeks and effectively utilizes conferencing throughout the writing process beyond grade level expectations 	<p>With teacher support:</p> <ul style="list-style-type: none"> ♣ Re-reads own writing ♣ Identifies focus for conference ♣ Shares writing for improvement with teacher and peers ♣ Seeks and considers feedback ♣ Conferences using Six Trait vocabulary 	<ul style="list-style-type: none"> ♣ Demonstrates some proficient conferencing skills ♣ May be reluctant to share or conference ♣ Shares without purpose 	<ul style="list-style-type: none"> ♣ Demonstrates few proficient conferencing skills and/or requires intensive teacher help ♣ May be resistant to conference or share
Revises writing using Six Trait criteria	<p>Independently demonstrates all proficient revision skills beyond grade level expectations and:</p> <ul style="list-style-type: none"> ♣ Revision dramatically enhances original draft 	<p>With minimal teacher support: Based on conferences and self-assessment, student uses 6 Trait criteria to:</p> <ul style="list-style-type: none"> } Add / subtract text to clarify ideas, meaning and improve word choice } Recognize that text has a structure and a genre } Organize text to convey message, topic or idea } Attempt to include own voice in writing } Adjust word order for fluency ♣ Improves draft by using resource materials 	<ul style="list-style-type: none"> ♣ Demonstrates some proficient revision skills and/or requires teacher help ♣ May be reluctant to revise 	<ul style="list-style-type: none"> ♣ Demonstrates few proficient revision skills and/or requires intensive teacher help ♣ May be resistant to revise

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Edits writing for conventions	<p>Independently demonstrates all proficient editing skills beyond grade level expectations and:</p> <ul style="list-style-type: none"> ♣ Appropriately uses reference materials (beginning dictionary, word wall, etc) ♣ Edits work significantly above grade level expectations 	<p>With some teacher support:</p> <ul style="list-style-type: none"> ♣ Identifies and corrects most capitalization, punctuation, grammar, and spelling errors according to grade level convention chart ♣ Uses grade-level editing marks 	<ul style="list-style-type: none"> ♣ Demonstrates some proficient editing skills and /or requires some teacher help ♣ May be reluctant to edit 	<ul style="list-style-type: none"> ♣ Demonstrates few proficient skills and/or requires intensive teacher help ♣ May be resistant to edit
<p>Spells “No Excuse Words” correctly in everyday writing</p> <p>TEACHER NOTE: 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"> ♣ Consistently spells and uses NO EXCUSE WORDS correctly in writing 	<ul style="list-style-type: none"> ♣ Spells and uses NO EXCUSE WORDS in writing with minimal errors utilizing NO EXCUSE WORD resources 	<ul style="list-style-type: none"> ♣ Spells and uses NO EXCUSE WORDS with frequent errors 	<ul style="list-style-type: none"> ♣ Does not attend to accuracy of spelling or usage of NO EXCUSE WORDS in writing

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Publishes and shares writing with an audience	<p>Independently demonstrates all proficient publishing skills and:</p> <ul style="list-style-type: none"> ♣ Publishes in a variety of formats (i.e. poster, play, brochure etc.) including technology when appropriate 	<ul style="list-style-type: none"> ♣ Uses writing process to publish a piece of writing ♣ Shares final product with class / intended audience when possible ♣ Demonstrates pride of ownership and neatness ♣ Publishes in a variety of ways (handwritten, word processed and visual aid) 	<ul style="list-style-type: none"> ♣ Demonstrates some proficient publishing skills and/ or requires teacher help ♣ May be reluctant to publish and/or share 	<ul style="list-style-type: none"> ♣ Demonstrates few proficient publishing skills and/or requires intensive teacher help ♣ May be resistant to publish and/ or share
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"> ♣ Experiments in genres beyond grade level expectations(poetry, summary writing, etc) ♣ Shows above grade level grasp of genres in Writer’s Workshop writing 	<ul style="list-style-type: none"> ♣ Self-selects appropriate genre ♣ Writes in a variety of genres during writer’s workshop ♣ Understands concept of “choosing a genre” as part of writer’s workshop ♣ Recognizes format in genre (i.e. –poetry format vs. report format) 	<ul style="list-style-type: none"> ♣ Inconsistently demonstrates proficient genre skills and/ or requires teacher help 	<ul style="list-style-type: none"> ♣ Demonstrates little understanding of proficient genre skills and/or requires intensive teacher help

Semester TWO Rubric – GRADE 3

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Writes in teacher assigned genre	<p>Independently demonstrates all proficient genre skills and:</p> <ul style="list-style-type: none"> ♣ Shows above level grasp and application of genre ♣ Exceeds grade level expectations 	<ul style="list-style-type: none"> ♣ Demonstrates understanding of and publishes in grade-level genre focus as taught each quarter: <ul style="list-style-type: none"> ┌ Personal narrative ┌ Descriptive ┌ Comparison / contrast ┌ Nonfiction research report ♣ Publishes in a timed writing genre (as grade appropriate): <ul style="list-style-type: none"> ┌ Completes a piece in allotted time ┌ Compacts writing process steps ┌ Responds appropriately to prompt 	<ul style="list-style-type: none"> ♣ Inconsistently understands or demonstrates genre skills and/or requires additional teacher help 	<ul style="list-style-type: none"> ♣ Demonstrates few proficient genre skills and/or requires intensive teacher help

Semester TWO Rubric – GRADE 3

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Identifies and uses craft from published authors in own writing	<p>Independently demonstrates all proficient craft skills and:</p> <ul style="list-style-type: none"> ♣ Uses vocabulary of a writer beyond grade level expectations 	<p>With teacher support:</p> <ul style="list-style-type: none"> ♣ Pretends to be different audiences for own work (re-reads as a “reader”) ♣ Recognizes a craft in literature (re-reads as a writer) ♣ Selects a craft and mimics it in own writing ♣ Uses vocabulary of a writer (including but not limited to): <ul style="list-style-type: none"> ♣ Dialogue ♣ Rhyme ♣ Sequence of events ♣ Setting ♣ Title 	<ul style="list-style-type: none"> ♣ Demonstrates some proficient craft skills and/or requires teacher help 	<ul style="list-style-type: none"> ♣ Demonstrates few proficient craft skills and/or requires intensive teacher help
Demonstrates legible handwriting in daily work	<ul style="list-style-type: none"> ♣ Independently demonstrates all proficient handwriting skills ♣ Handwriting enhances published work 	<ul style="list-style-type: none"> ♣ Maintains skills developed in previous grades ♣ Recognizes, forms and uses cursive letters ♣ Uses and practices cursive letters in words, sentences and paragraphs when requested ♣ Handwriting is neat and easy-to-read 	<ul style="list-style-type: none"> ♣ Inconsistently demonstrates proficient handwriting skills and/ or requires teacher help ♣ Handwriting distracts the reader 	<ul style="list-style-type: none"> ♣ Demonstrates few of the proficient handwriting skills ♣ Handwriting difficult to read and meaning may be lost

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Uses time effectively during Writer's Workshop	<p>Independently demonstrates all proficient skills and:</p> <ul style="list-style-type: none"> ♣ Exceeds grade level expectations during Writer's Workshop 	<ul style="list-style-type: none"> ♣ Follows established writer's workshop procedures ♣ Moves through the writing process independently ♣ Meets project deadlines as set by self or teacher ♣ Maintains focus during independent time 	<ul style="list-style-type: none"> ♣ Inconsistently demonstrates proficient skills and/ or requires teacher help ♣ Requires reminders to begin work and stay on task ♣ Meets some deadlines as set by self or teacher 	<ul style="list-style-type: none"> ♣ Demonstrates few proficient skills and/or requires intensive teacher help ♣ Often off task ♣ Seldom meets deadlines