

Rubric for the Grade 3 Writing Prompt

Benchmark II-B: Apply grammatical language conventions to communicate. (2 points possible)

The Topic	4 Points	3 Points	2 Points	1 Point	0 Points
Language Usage			<p>Language skills successfully support meaning:</p> <ul style="list-style-type: none"> • very few errors in usage, spelling grammar, capitalization, and punctuation; and • errors do not impede comprehension. 	<p>Language skills successfully support meaning:</p> <ul style="list-style-type: none"> • contain several errors in usage, spelling, grammar, capitalization, punctuation, and spelling; and • errors may impede comprehension. 	<p>Mistakes in grammar, mechanics, and usage detract from clarity and meaning.</p>

Rubric for the Grade 3 Writing Prompt

Benchmark II-C: Demonstrate competence in the skills and strategies of the writing process.
(4 points possible + 1 point for any evidence of planning)

The Topic	4 Points	3 Points	2 Points	1 Point	0 Points
Narrative Writing	<p>The writing:</p> <ul style="list-style-type: none"> • is sequential with clearly defined beginning, middle, and end; • shows an awareness of an intended audience and purpose; • develops a topic sentence with specific, relevant details; • shows a progression of ideas that is logical, and single-focused; • includes a variety of complete sentences (declarative, imperative, interrogative, and exclamatory); and • uses word choice that is specific and clearly communicates the intended message. 	<p>The writing:</p> <ul style="list-style-type: none"> • shows development in an organized, sequential manner but the beginning, middle, and/or end may be unevenly developed; • attempts use of an intended audience and purpose; • has topic sentences; • shows progression of ideas that exhibit a single focus; • includes complete sentences (e.g., simple compound); and • uses word choice that is clear and appropriate for the purpose of the writing. 	<p>The writing:</p> <ul style="list-style-type: none"> • attempts development but may falter in either sequencing or organization; • attempts use of an intended audience and purpose but it detracts from the story line; • may not have topic sentences or may not be developed with specific, relevant details; • shows a progression of ideas that may drift or shift from the main idea; • demonstrates inconsistent use of varied sentence length and structure and ability to combine short, related sentences in a variety of ways; and • contains word choice which may not always be accurate, specific, elaborated, or appropriate for the purpose of the writing. 	<p>The writing:</p> <ul style="list-style-type: none"> • has a lack of sequence and/or organization; beginning, middle, and/or end may be missing; • shows intended audience that may be random, irrelevant, or lacking; • has not defined the topic, idea, or story line; • has ideas that are fragmented and unconnected; • contains choppy sentences, awkward phrasing, run-ons, fragments, and repetitive patterns; and • demonstrates word choice that is inaccurate and/or repetitive. 	<p>The writing:</p> <ul style="list-style-type: none"> • shows no evidence of organization; • uses isolated words, phrases, or random sentences; or • is incoherent.
Planning				<p>Evidence of planning may include <u>but is not limited to</u>:</p> <ul style="list-style-type: none"> • list • web • outline • T-chart 	<p>No evidence of planning <i>for the essay written</i></p>