3rd Grade Writing

Purpose

 The rubrics help teachers and students authentically monitor growth and progress toward end-of-the-year learning standards. They support district consistency across classrooms and grading practices. The rubrics provide a broad lens to the intricate and multifaceted learning that takes place throughout the school year. Additional ongoing assessments are utilized to provide detailed data regarding student progress.

3rd Grade Writing

Statement	Exceeds	Secure	Developing	Beginning
Considers purpose when prewriting	Uses prewriting strategy to organize for a specific audience and purpose	Uses appropriate prewriting strategy to organize for a specific purpose	Uses prewriting strategies without taking into consideration the purpose of their writing	Uses a teacher-developed prewriting strategy
Revises to strengthen writing	Strengthens writing piece independently	Uses peer / teacher suggestions to create a stronger piece of writing	Uses peer / teacher suggestions to alter writing piece	Uses peer / teacher prompts to alter writing piece
Edits for grade level conventions	Independently edits for grade level conventions (indenting, capitalization, spelling, punctuation) to create a stronger piece of writing	Independently edits for grade level conventions (indenting, capitalization, spelling, punctuation) and uses peer / teacher suggestions to create a stronger piece of writing	Uses peer / teacher suggestions to alter writing piece; does not edit independently to strengthen own writing piece	Relies on teacher-developed tools to edit writing (For example: guiding questions, checklists, etc.)
Uses technology to publish a piece of writing	Uses multiple digital tools when publishing one piece of writing (Using correct keyboarding skills)	Uses a variety of digital tools to publish multiple pieces of writing (Using correct keyboarding skills)	Uses a variety of digital tools when presented with a variety of options	Teacher guides selection
Develops a detailed narrative with an introduction and conclusion	Writes a narrative that includes plot elements that unfold naturally, dialogue that enhances the story, and descriptive details	Writes a narrative that has a clear event sequence, descriptive details, dialogue, and a sense of closure	Writes a narrative that lacks a clear event sequence, descriptive details, dialogue, or a sense of closure	Writes a disconnected narrative that excludes required parts

Writes an opinion piece on topics and texts with supporting reasons	Writes an opinion piece that supports the writer's purpose and includes the following: introduction, opinion statement, supporting facts and details, and conclusion	Writes an opinion piece with a clearly stated opinion, relevant supporting facts on a topic or text, and a well-developed introduction and conclusion	Writes an opinion piece that includes an opinion statement and supporting reasons but excludes the introduction or conclusion	Writes an opinion piece with an opinion statement and reasons but excludes the introduction and conclusion
Writes an informative/explanatory piece with a topic and details	Writes a structured informative/explanatory piece with an introductory section, connecting facts and details, and a concluding section	Writes a structured informative/explanatory piece that includes a beginning statement introducing the topic, connecting facts and details, and a concluding statement	Writes an informative/explanatory piece that includes a beginning statement introducing the topic, facts and details, and a concluding statement	Writes an informative/explanatory piece that includes a main idea but lacks related details/facts/definitions
Conducts short research projects on a focused topic	Uses schema and information gathered from a variety of multimedia resources to take accurate notes and categorize information related to different aspects on a focused topic	Uses schema and information gathered from a variety of multimedia resources to take accurate notes and categorize information related to a focused topic	Uses schema and information gathered from multimedia resources to take irrelevant or limited notes and categorize information related to a focused topic	Uses schema and limited multimedia resources to gather information or inaccurately collects information from multimedia resources

The asterisk (*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.