

TTSD Third Grade Informative/Explanatory Writing Rubric

Scoring Guide	1 (Beginning)	2 (Developing)	3 (Proficient)	4 (Advanced)
Focus CCSS: W-2	*Responds to some or no parts of the prompt *Demonstrates little to no understanding of topic	*Responds to most parts of the prompt *Demonstrates limited understanding of topic	*Responds to all parts of the prompt *Demonstrates an understanding of topic	*Responds skillfully to all parts of the prompt *Demonstrates a strong understanding of the topic
Organization CCSS: W-2a W-2c W-2d W-4	*Organizes with no evidence of paragraph structure *Does not group related information together *Uses little to no linking words	*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 ideas and information using a clear topic sentence, details, explanation, and concluding statement or section. *Groups related information together *Uses effective linking words and phrases to connect ideas	*Organizes ideas and information into logical, coherent paragraphs that are clear to the reader *Skillfully groups and structures related information into paragraphs and sections *Uses linking words and phrases strategically to connect ideas within categories of information
Support/Evidence CCSS: W-2b W-8 RIT-1	*Does not recall information from experiences or gather information from print and digital sources. *Uses little to no facts, details, or definitions to develop the topic	*Recalls limited information from experiences or gathers limited information from print and digital sources. *Develops the topic with limited and/or some unrelated facts, definitions, or details	*Recalls information from experiences or gathers information from print and digital sources. *Develops the topic with relevant facts, details, or definitions	*Skillfully uses relevant and substantial information from a variety of experiences and/or from a variety of print and digital sources *Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples
Language-Grammar and Usage CCSS: L-1 L-2 L-6	*Uses little to no correct sentence structure *Demonstrates limited understanding of grade-level appropriate conventions, and errors interfere with the meaning *Uses little to no language and domain-specific vocabulary that is minimally appropriate to the purpose	*Uses some correct sentence structures *Demonstrates some grade-level appropriate conventions, but errors may obscure meaning * Uses some grade-level language and domain-specific vocabulary somewhat appropriate to the purpose	*Uses correct and varied sentence structures (simple, compound, and complex) *Demonstrates grade level appropriate conventions; errors are minor *Accurately uses grade level language and domain-specific vocabulary appropriate to the purpose	*Uses purposeful and varied sentence structures *Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning *Uses above grade level language and domain-specific vocabulary appropriate to the purpose and audience

*CCSS-Common Core State Standards alignment (“W” =Writing Strand; “RIT” =Reading-Informational Text; “L” =Language Strand)