

Grade 3 – Personal and Fictional Narrative Rubric

Six Traits	4	3	2	1
IDEAS/CONTENT	<ul style="list-style-type: none"> Has a very clear, focused central idea Idea/plot is developed with well chosen details and memorable insights 	<ul style="list-style-type: none"> Has a focused central idea Idea/plot is developed with appropriate details and memorable insights 	<ul style="list-style-type: none"> Has an unclear or unfocused central idea Idea/plot is poorly developed with few or inappropriate details 	<ul style="list-style-type: none"> Has an unclear or unfocused central idea that address little of the topic Lacks details
ORGANIZATION	<ul style="list-style-type: none"> Organization has a logical sequence of events or time order Engages the reader creatively, relates significant events and moves to a good conclusion 	<ul style="list-style-type: none"> Organization has a logical sequence of events or time order Engages the reader, relates events and moves to a conclusion 	<ul style="list-style-type: none"> Organization provides a minimally developed sequence of events or time order Has a weak beginning, relates minimal events and attempts a conclusion 	<ul style="list-style-type: none"> Organization is disjointed and difficult to follow Lacks a beginning and/or conclusion, and significant events
VOICE	<ul style="list-style-type: none"> Voice is appropriate for audience and purpose Writing is expressive, engaging, or sincere 	<ul style="list-style-type: none"> Voice is appropriate for audience and purpose 	<ul style="list-style-type: none"> Voice is limited and weak with little awareness of the audience 	<ul style="list-style-type: none"> Voice is not evident; personal involvement or awareness of audience is limited
SENTENCE FLUENCY	<ul style="list-style-type: none"> Sentences flow Sentence length, structure, and complexity is varied 	<ul style="list-style-type: none"> Sentences flow Sentence structures are varied 	<ul style="list-style-type: none"> Sentences are fragmented, run-on, and/or confusing Sentence structures are limited in variety 	<ul style="list-style-type: none"> Sentences are incomplete and/or unclear
WORD CHOICE	<ul style="list-style-type: none"> Uses vivid descriptive language and concrete sensory details that enables the reader to visualize the events or experiences 	<ul style="list-style-type: none"> Uses concrete sensory details that helps the reader visualize the events or experiences 	<ul style="list-style-type: none"> Uses limited, repetitive words, that do not give a visual picture 	<ul style="list-style-type: none"> Dull, repetitive words Word choice may confuse the reader
CONVENTIONS	<ul style="list-style-type: none"> Grammar, punctuation, capitalization, spelling and paragraphing are effective and make the writing easy to read 	<ul style="list-style-type: none"> Grammar, punctuation, capitalization, spelling and paragraphing are generally correct Existing errors do not make writing hard to understand 	<ul style="list-style-type: none"> Grammar, punctuation, capitalization, spelling and paragraphing have problems that slow or confuse the reader 	<ul style="list-style-type: none"> Grammar, punctuation, capitalization and spelling contain frequent significant errors that cause major confusion

3=proficient

2 and below=non-proficient, still developing

revised 7/12/2004

A decorative border of black and white pencil icons surrounds the text. The pencils are arranged in a rectangular frame, with each pencil pointing towards the center of the page.

Third Grade

Anchor Papers

2004-2005

Third Grade

My Best Weekend

On My weekend I went to My dad's house to spend the weekend with him I miss him so much and when I went to his house he toke my shopping for food and he said you can get went you won't ok but you have to meet me at the coner ok dad I said so I got five things it was some bagels and carem to and I said I love you so much the next two days I have to go home.

Rubric Score 1:

Though the writer stays on topic, a weekend at Dad's, a central idea or purpose isn't developed. There is no clear beginning or end. This piece lacks the author's voice. Because there is no punctuation, the piece requires rereading to determine sentence breaks and to understand the dialogue.

Third Grade

When I had pizza

When I had pizza is at papamrufes.

The flaver is cheses. The Tomping are PeProne, sossage, and chicken pizza. What we had to drink was Mist. I went with My Mommy Dad and my brothors. Then the giver gave me the pizza. Then my dad helped me to the car. Then we drove home. The we ate. I ate 5 peices, My Brothers ate 2 pecices, My DaD ate eight piceices and My MoM ate 6 piceses

Rubric Score 2:

The main idea, getting pizza at Papa Murphy's, is clear but undeveloped. The piece has an ordinary beginning that may not engage the reader. The piece is not much more than a sequence of events beginning with type of pizza ordered and ending with the amount of pizza each family member consumed. The sentences are complete but simple. The only transition word used, "then", is repeated often.

There are many errors in spelling (cheses, sassage, chiken, pieces, piceices) may confuse the reader's comprehension. Periods and serial commas are correctly used, but capitalization is random.

Third Grade

One Saturday my cousin's from out of town came to see Marine World. My cousins wore their shorts and froze. I just laughed at them while they got cold. As we entered the park Kami, my sister, went to the first scary ride. Her and my cousin grabbed a walky talky and off they went. As we walked on we saw a black tunnel with a giant fake shark on top. My cousin, Skylere said, "Look for a ring with a diamond." Suddenly a huge tiger shark glided overhead. "Look!" cooed K.K. to the babies. I walked on the moving sidewalk faster. When K.K. my cousin noticed I was scared, she walked. Skylere was walking backwards so he could see the ring.

"C'mon we'll go get some ice cream," shouted K.K.

"Good idea!" Skylere and I said. We all finally got to the ice cream parlor and ate some things called Dipp'n Dots, then chugged down a soda. When we got to the car someone burped, and we laughed, and laughed, and laughed until we finally noticed that it wasn't very funny and we were delierios. I never forgot it. Maybe we can do it this year!

Rubric Score 3:

The writer establishes the purpose (cousin visit to Marine World) in the first sentence. However, the lead is mundane.

Her admission, "I just laughed at them while they got cold", and the selection of "chugged" for drank and "cooed K.K. to the babies" gives the paper voice. While dialogue is present, at times it interrupts the flow of the story.

The writer demonstrates good control of conventions. The writer generally stays on topic and effectively concludes the paper.

Third Grade

The Fishing trip

IS there anything better than going on a fishing trip with your dad in a fishing derby? This is how the fishing trip started.

Me and my dad were backing the boat in the water so we could ride in it. So we started to troll near the brige. We docked off at the Monizuma Brige. When we made it to the glass house we put the anker in the bushes and docked by land. When we docked we got the fishing poles ready and we casted the poles out. Before an hour, we had a bite. My dad was on the phone. When he saw my pole about to fall in the water, my dad just dropped the phone and yanked it. It was a big one. Right when my dad yanked the pole he said, "man that fish is a whopper." I had to get the net and put it way way deep in the water. I thought the line was going to break from the fish. Then we caught the fish. In a couple more minutes another fish bit on the bait. We were using grass shrimp and mudsuckers and bullheads. I had to do the same things all over again. We caught it. The 2 fish were big. One of them was 31 inches and the other was 25. Finally, we caught a huuuugggeee fish. It was bigger then the rest of them. When we caught it, it was 30 pounds and 39 inches. We thought we would win a boat but we didn't.

When we came home, we had to keep the 2 little fish, but we sold the Big Big one. I miss the fish.

Rubric Score 4:

The writer establishes the purpose and tone of this piece in his opening question ("Is there anything better than...") The piece has some organization (time/event sequence). A few details seem awkwardly placed ("We were using grass shrimp, mudsuckers, and bullheads."). The writer effectively slows the pace at the main event, using vivid language and dialogue ("Right when my dad yanked the pole he said 'Man that fish is a whopper'") and internal events ("I thought the line was going to break from the fish."). There are some errors in sentence structure. Spelling and punctuation errors occur, but do not impede understanding. The ending sentence could be stronger to effectively bring this story to a close.