



**Grade 3**  
**NARRATIVE Writing Rubric**

	HOLISTIC SCORE _____	Advanced			Proficient			Basic			Below Basic		
		3	2	1	3	2	1	3	2	1	3	2	1
WRITING APPLICATION	<b>IDEAS/CONTENT</b>	<ul style="list-style-type: none"> <li>• Skillfully develops a central idea that describes and explains familiar objects, events and experience</li> <li>• Includes well-chosen details to skillfully develop the plot</li> <li>• Provides powerful insight/rationale about the significance of the selected event or experience</li> </ul>			<ul style="list-style-type: none"> <li>• Develops a central idea that describes and explains familiar objects, events and experience</li> <li>• Includes well-chosen details to develop the plot</li> <li>• Provides insight into why the selected incident is memorable</li> </ul> <i>WS 1.0; WA 2.0, 2.1; FW pp. 26-27, 85-86</i>			<ul style="list-style-type: none"> <li>• Central idea is underdeveloped</li> <li>• Includes some details that support the plot</li> <li>• Significance of the selected incident is vague</li> </ul>			<ul style="list-style-type: none"> <li>• Central idea is absent</li> <li>• May include insufficient and/or insignificant details</li> <li>• No rationale is provided about the significance of the incident</li> </ul>		
	<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>• Ideas are skillfully organized into logical, coherent paragraphs that are clear to the reader</li> <li>• Provides a convincing context within which an action takes place</li> </ul>			<ul style="list-style-type: none"> <li>• Ideas are organized into logical, coherent paragraphs that are clear to the reader</li> <li>• Provides a context (e.g., setting, background information) within which an action takes place</li> </ul> <i>WS 1.0, 1.4; WA 2.0, 2.1; FW pp. 26-27, 85-86</i>			<ul style="list-style-type: none"> <li>• Paragraph structure is inconsistent</li> <li>• Context is vague and lacks clarity for the reader</li> </ul>			<ul style="list-style-type: none"> <li>• Ideas are incoherent and lack organization</li> <li>• Context is not established</li> </ul>		
WRITING STRATEGIES	<b>VOICE</b>	<ul style="list-style-type: none"> <li>• Writer's voice adds interest to the message</li> </ul>			<ul style="list-style-type: none"> <li>• Writer's voice is appropriate to the audience and purpose</li> </ul> <i>WS 1.0 1.4; FW pp. 26, 85-86</i>			<ul style="list-style-type: none"> <li>• Writer's voice is mechanical and/or repetitive (e.g., series of facts/ideas)</li> </ul>			<ul style="list-style-type: none"> <li>• No sense of voice, purpose and/or audience</li> </ul>		
	<b>WORD AND LANGUAGE CHOICE</b>	<ul style="list-style-type: none"> <li>• Words/phrases convey precise meaning appropriate to the genre</li> </ul>			<ul style="list-style-type: none"> <li>• Words/phrases chosen to convey meaning are appropriate to the genre</li> </ul> <i>WS 1.0, 1.4; WA 2.0, 2.2; FW pp. 82-83, 85</i>			<ul style="list-style-type: none"> <li>• Words/phrases chosen are vague and do not always convey intended meaning appropriate to the genre</li> </ul>			<ul style="list-style-type: none"> <li>• Limited range of vocabulary</li> </ul>		
	<b>SENTENCE FLUENCY</b>	<ul style="list-style-type: none"> <li>• Purposeful and innovative sentence structures are used to enhance intended meaning/effect</li> <li>• Skillful use of transitions within and across sentences/paragraphs</li> </ul>			<ul style="list-style-type: none"> <li>• Uses complete and correct basic sentence structures</li> <li>• Sentences clearly build and connect</li> </ul> <i>WS 1.10; LC 1.0, 1.1; FW pp. 26-27, 85-86</i>			<ul style="list-style-type: none"> <li>• Sometimes uses correct sentence structures</li> <li>• Sentences are weakly connected</li> </ul>			<ul style="list-style-type: none"> <li>• Little evidence of correct sentence structure</li> <li>• Sentences are a random collection of unrelated thoughts</li> </ul>		
	<b>CONVENTIONS</b>	<ul style="list-style-type: none"> <li>• Shows creativity and flexibility when using conventions to enhance meaning</li> </ul>			<ul style="list-style-type: none"> <li>• Uses grade level appropriate conventions; errors are minor and do not obscure meaning</li> </ul> <i>WS 1.0; LC 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7; FW pp. 26-27, 85</i>			<ul style="list-style-type: none"> <li>• Uses grade level appropriate conventions; errors occasionally obscure meaning</li> </ul>			<ul style="list-style-type: none"> <li>• Limited understanding of grade level appropriate conventions</li> </ul>		



### Grade 3 INFORMATIONAL/EXPOSITORY (DESCRIPTION) Writing Rubric

HOLISTIC SCORE _____		Advanced			Proficient			Basic			Below Basic		
		3	2	1	3	2	1	3	2	1	3	2	1
WRITING APPLICATION	<b>IDEAS/CONTENT</b>	<ul style="list-style-type: none"> <li>• Skillfully develops a central idea about people, places, things, and/or experiences</li> <li>• Describes relevant details, facts and evidence that skillfully support the central idea</li> <li>• Skillfully integrates facts and details from various resources (e.g., text, prior knowledge)</li> </ul>			<ul style="list-style-type: none"> <li>• Develops a central idea about people, places, things, and/or experiences</li> <li>• Uses sensory details, facts and evidence to support the central idea</li> <li>• Includes facts and details from various resources (e.g., text, prior knowledge) <i>RC 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6; WS 1.0, 1.1.b, 1.3; WA 2.0, 2.2; FW pp. 26-27, 85-86</i></li> </ul>			<ul style="list-style-type: none"> <li>• Central idea is underdeveloped/overly broad</li> <li>• Descriptions are vague with limited details, facts and supporting evidence</li> <li>• Includes limited facts and details</li> </ul>			<ul style="list-style-type: none"> <li>• Central idea is absent</li> <li>• Descriptions are absent</li> <li>• Facts and details are absent or erroneous</li> </ul>		
	<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>• Ideas and information are skillfully organized into logical, coherent paragraphs that are clear to the reader</li> </ul>			<ul style="list-style-type: none"> <li>• Ideas and information are organized into logical, coherent paragraphs that are clear to the reader <i>WS 1.0, 1.4; WA 2.0, 2.1; FW pp. 26-27, 85-86</i></li> </ul>			<ul style="list-style-type: none"> <li>• Paragraph structure is inconsistent</li> </ul>			<ul style="list-style-type: none"> <li>• Ideas are incoherent and lack organization</li> </ul>		
	<b>VOICE</b>	<ul style="list-style-type: none"> <li>• Writer's voice adds interest to the message</li> </ul>			<ul style="list-style-type: none"> <li>• Writer's voice is appropriate to the audience and purpose <i>WS 1.0 1.4; FW pp. 26, 85-86</i></li> </ul>			<ul style="list-style-type: none"> <li>• Writer's voice is mechanical and/or repetitive (e.g., series of facts/ideas)</li> </ul>			<ul style="list-style-type: none"> <li>• No sense of voice, purpose and/or audience</li> </ul>		
	<b>WORD AND LANGUAGE CHOICE</b>	<ul style="list-style-type: none"> <li>• Words/phrases convey precise meaning appropriate to the genre</li> </ul>			<ul style="list-style-type: none"> <li>• Words/phrases chosen to convey meaning are appropriate to the genre <i>WS 1.0, 1.4; WA 2.0, 2.2; FW pp. 82-83, 85</i></li> </ul>			<ul style="list-style-type: none"> <li>• Words/phrases chosen are vague and do not always convey intended meaning appropriate to the genre</li> </ul>			<ul style="list-style-type: none"> <li>• Limited range of vocabulary</li> </ul>		
	<b>SENTENCE FLUENCY</b>	<ul style="list-style-type: none"> <li>• Purposeful and innovative sentence structures are used to enhance intended meaning/effect</li> <li>• Skillful use of transitions within and across sentences/paragraphs</li> </ul>			<ul style="list-style-type: none"> <li>• Uses complete and correct basic sentence structures</li> <li>• Sentences clearly build and connect <i>WS 1.10; LC 1.0, 1.1; FW pp. 26-27, 85-86</i></li> </ul>			<ul style="list-style-type: none"> <li>• Sometimes uses correct sentence structures</li> <li>• Sentences are weakly connected</li> </ul>			<ul style="list-style-type: none"> <li>• Little evidence of correct sentence structure</li> <li>• Sentences are a random collection of unrelated thoughts</li> </ul>		
<b>CONVENTIONS</b>	<ul style="list-style-type: none"> <li>• Shows creativity and flexibility when using conventions to enhance meaning</li> </ul>			<ul style="list-style-type: none"> <li>• Uses grade level appropriate conventions; errors are minor and do not obscure meaning <i>WS 1.0; LC 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7; FW pp. 26-27, 85</i></li> </ul>			<ul style="list-style-type: none"> <li>• Uses grade level appropriate conventions; errors occasionally obscure meaning</li> </ul>			<ul style="list-style-type: none"> <li>• Limited understanding of grade level appropriate conventions</li> </ul>			



**Grade 3**

**REAL WORLD CORRESPONDENCE Writing Rubric**

HOLISTIC SCORE		Advanced			Proficient			Basic			Below Basic		
		3	2	1	3	2	1	3	2	1	3	2	1
WRITING APPLICATION	<b>IDEAS/CONTENT</b>	<ul style="list-style-type: none"> <li>Writes personal and/or formal correspondence that skillfully conveys information to an intended audience</li> <li>Shows keen awareness of the knowledge and interests of the audience and skillfully establishes a purpose and context</li> </ul>			<ul style="list-style-type: none"> <li>Writes personal and/or formal correspondence that effectively conveys information to an intended audience</li> <li>Shows awareness of the knowledge and interests of the audience and establishes a purpose and context</li> </ul> <i>WS 1.0; WA 2.0, 2.3; FW pp. 26-27, 85-86</i>			<ul style="list-style-type: none"> <li>Writes personal and/or formal correspondence that conveys limited or confusing information to an intended audience</li> <li>Shows limited awareness of the knowledge and interests of the audience; purpose and context are underdeveloped</li> </ul>			<ul style="list-style-type: none"> <li>Written information is incomprehensible.</li> <li>Lacks awareness of the knowledge and interests of the audience; purpose and context are absent</li> </ul>		
	<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>Structure is creative and meaningful to the reader</li> <li>Ideas and information are skillfully organized into logical, coherent paragraphs that are clear to the reader</li> </ul>			<ul style="list-style-type: none"> <li>Structure includes the correct date, salutation, body, closing, and signature appropriate to the purpose and audience</li> <li>Ideas and information are organized into logical, coherent paragraphs that are clear to the reader</li> </ul> <i>WS 1.0; WA 2.0, 2.3; FW pp. 26-27, 85-86</i>			<ul style="list-style-type: none"> <li>Structure (i.e., date, proper salutation, body, closing, and signature) may contain errors and/or may be inappropriate to the purpose and audience</li> <li>Paragraph structure is inconsistent</li> </ul>			<ul style="list-style-type: none"> <li>Does not include all structural components</li> <li>Ideas are incoherent and lack organization</li> </ul>		
	<b>VOICE</b>	<ul style="list-style-type: none"> <li>Writer's voice adds interest to the message</li> </ul>			<ul style="list-style-type: none"> <li>Writer's voice is appropriate to the audience and purpose</li> </ul> <i>WS 1.0 1.4; FW pp. 26, 85-86</i>			<ul style="list-style-type: none"> <li>Writer's voice is mechanical and/or repetitive (e.g., series of facts/ideas)</li> </ul>			<ul style="list-style-type: none"> <li>No sense of voice, purpose and/or audience</li> </ul>		
	<b>WORD AND LANGUAGE CHOICE</b>	<ul style="list-style-type: none"> <li>Words/phrases convey precise meaning appropriate to the genre</li> </ul>			<ul style="list-style-type: none"> <li>Words/phrases chosen to convey meaning are appropriate to the genre</li> </ul> <i>WS 1.0, 1.4; WA 2.0, 2.2; FW pp. 82-83, 85</i>			<ul style="list-style-type: none"> <li>Words/phrases chosen are vague and do not always convey intended meaning appropriate to the genre</li> </ul>			<ul style="list-style-type: none"> <li>Limited range of vocabulary</li> </ul>		
	<b>SENTENCE FLUENCY</b>	<ul style="list-style-type: none"> <li>Purposeful and innovative sentence structures are used to enhance intended meaning/effect</li> <li>Skillful use of transitions within and across sentences/paragraphs</li> </ul>			<ul style="list-style-type: none"> <li>Uses complete and correct basic sentence structures</li> <li>Sentences clearly build and connect</li> </ul> <i>WS 1.10; LC 1.0, 1.1; FW pp. 26-27, 85-86</i>			<ul style="list-style-type: none"> <li>Sometimes uses correct sentence structures</li> <li>Sentences are weakly connected</li> </ul>			<ul style="list-style-type: none"> <li>Little evidence of correct sentence structure</li> <li>Sentences are a random collection of unrelated thoughts</li> </ul>		
<b>CONVENTIONS</b>	<ul style="list-style-type: none"> <li>Shows creativity and flexibility when using conventions to enhance meaning</li> </ul>			<ul style="list-style-type: none"> <li>Uses grade level appropriate conventions; errors are minor and do not obscure meaning</li> </ul> <i>WS 1.0; LC 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7; FW pp. 26-27, 85</i>			<ul style="list-style-type: none"> <li>Uses grade level appropriate conventions; errors occasionally obscure meaning</li> </ul>			<ul style="list-style-type: none"> <li>Limited understanding of grade level appropriate conventions</li> </ul>			



**Grade 3**  
**RESPONSE TO LITERATURE Writing Rubric**

HOLISTIC SCORE _____	Advanced			Proficient			Basic			Below Basic			
	3	2	1	3	2	1	3	2	1	3	2	1	
<b>WRITING APPLICATION</b>	<b>IDEAS/CONTENT</b>	<ul style="list-style-type: none"> <li>States a compelling central idea that demonstrates an insightful understanding of a literary work</li> </ul>			<ul style="list-style-type: none"> <li>States a central idea that demonstrates an understanding of a literary work <i>WS 1.0; WA 2.0, 2.2; FW pp. 80, 82-87</i></li> </ul>			<ul style="list-style-type: none"> <li>Weak central idea that demonstrates a limited understanding of a literary work</li> </ul>			<ul style="list-style-type: none"> <li>Lacks central idea and/or demonstrates little to no understanding of a literary work</li> </ul>		
	<b>Analysis</b>	<ul style="list-style-type: none"> <li>Analysis demonstrates an insightful understanding of the impact of literary elements/devices within and across texts</li> </ul>			<ul style="list-style-type: none"> <li>Analysis demonstrates understanding of the impact of literary elements/devices (e.g., character traits and behaviors, theme, genre-specific plot structures and forms, alliteration, onomatopoeia) within and across texts <i>RC 2.0, 2.2; LR 3.0; LS 1.2; FW pp. 80, 82-87</i></li> </ul>			<ul style="list-style-type: none"> <li>Analysis includes limited understanding of the impact of literary elements/devices</li> </ul>			<ul style="list-style-type: none"> <li>Analysis is absent or illogical</li> </ul>		
	<b>Interpretation</b>	<ul style="list-style-type: none"> <li>Insightful interpretation of texts/ideas/literary elements</li> <li>Interpretation skillfully supports central idea</li> </ul>			<ul style="list-style-type: none"> <li>Effective interpretation of texts/ideas/literary elements</li> <li>Interpretation effectively supports central idea <i>RC 2.0; LR 3.0, 3.2, 3.3, 3.4; FW pp. 25, 83-84</i></li> </ul>			<ul style="list-style-type: none"> <li>Summarizes text details and/or limited interpretation</li> <li>Interpretation is loosely linked to central idea</li> </ul>			<ul style="list-style-type: none"> <li>Literal retell or no interpretation</li> <li>Interpretation does not support central idea</li> </ul>		
	<b>Support</b>	<ul style="list-style-type: none"> <li>Skillfully supports interpretation by connecting prior knowledge with literal information found in, and inferred from, the text</li> </ul>			<ul style="list-style-type: none"> <li>Supports interpretation by connecting prior knowledge with literal information found in, and inferred from, the text <i>RC 2.0, 2.2; FW pp. 25; 83-84</i></li> </ul>			<ul style="list-style-type: none"> <li>Interpretation is inadequately supported by prior knowledge and limited facts and details from the text</li> </ul>			<ul style="list-style-type: none"> <li>Evidence is absent or questionable</li> </ul>		
<b>STRATEGIES</b>	<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>Structure creatively conveys meaning to the reader</li> <li>Selects pertinent information from the text for their purpose and audience</li> <li>Ideas and information are skillfully organized into logical, coherent paragraphs that are clear to the reader</li> </ul>			<ul style="list-style-type: none"> <li>Structure is effectively organized appropriate to purpose, audience and genre</li> <li>Structure includes appropriate context about the text for the reader (summary, reference, title/author)</li> <li>Ideas and information are organized into logical, coherent paragraphs that are clear to the reader <i>WS 1.0, 1.1; WA 2.0; FW pp. 84-87</i></li> </ul>			<ul style="list-style-type: none"> <li>Structure is formulaic</li> <li>Provides limited information about the text</li> <li>Paragraph structure is inconsistent</li> </ul>			<ul style="list-style-type: none"> <li>Structure is random</li> <li>Writer's response is disconnected from the text</li> <li>Ideas are incoherent and lack organization</li> </ul>		
	<b>VOICE</b>	<ul style="list-style-type: none"> <li>Writer's voice adds interest to the message</li> </ul>			<ul style="list-style-type: none"> <li>Writer's voice is appropriate to the audience and purpose <i>WS 1.0 1.4; FW pp. 26, 85-86</i></li> </ul>			<ul style="list-style-type: none"> <li>Writer's voice is mechanical and/or repetitive (e.g., series of facts/ideas)</li> </ul>			<ul style="list-style-type: none"> <li>No sense of voice, purpose and/or audience</li> </ul>		



**Grade 3**  
**RESPONSE TO LITERATURE Writing Rubric (continued)**

<b>WRITING</b>	<b>WORD AND LANGUAGE CHOICE</b>	<ul style="list-style-type: none"> <li>• Words/phrases convey precise meaning appropriate to the genre</li> </ul>	<ul style="list-style-type: none"> <li>• Words/phrases chosen to convey meaning are appropriate to the genre <i>WS 1.0, 1.4; WA 2.0, 2.2; FW pp. 82-83, 85</i></li> </ul>	<ul style="list-style-type: none"> <li>• Words/phrases chosen are vague and do not always convey intended meaning appropriate to the genre</li> </ul>	<ul style="list-style-type: none"> <li>• Limited range of vocabulary</li> </ul>
	<b>SENTENCE FLUENCY</b>	<ul style="list-style-type: none"> <li>• Purposeful and innovative sentence structures are used to enhance intended meaning/effect</li> <li>• Skillful use of transitions within and across sentences/paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Uses complete and correct basic sentence structures</li> <li>• Sentences clearly build and connect <i>WS 1.10; LC 1.0, 1.1; FW pp. 26-27, 85-86</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes uses correct sentence structures</li> <li>• Sentences are weakly connected</li> </ul>	<ul style="list-style-type: none"> <li>• Little evidence of correct sentence structure</li> <li>• Sentences are a random collection of unrelated thoughts</li> </ul>
	<b>CONVENTIONS</b>	<ul style="list-style-type: none"> <li>• Shows creativity and flexibility when using conventions to enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses grade level appropriate conventions; errors are minor and do not obscure meaning <i>WS 1.0; LC 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7; FW pp. 26-27, 85</i></li> </ul>	<ul style="list-style-type: none"> <li>• Uses grade level appropriate conventions; errors occasionally obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Limited understanding of grade level appropriate conventions</li> </ul>



**Grade 3**  
**RESPONSE TO EXPOSITORY TEXT Writing Rubric**

HOLISTIC SCORE _____	Advanced			Proficient			Basic			Below Basic			
	3	2	1	3	2	1	3	2	1	3	2	1	
<b>WRITING APPLICATION</b>	<b>IDEAS/CONTENT</b>	<ul style="list-style-type: none"> <li>• Skillfully synthesizes the central idea(s) of the text</li> <li>• Skillfully demonstrates literal, inferential and applied understandings of text</li> </ul>			<ul style="list-style-type: none"> <li>• Effectively synthesizes the central idea(s) of the text</li> <li>• Effectively demonstrates literal, inferential and applied understandings as appropriate to the text and the task</li> </ul> <i>WS 1.0; WA 2.0, 2.2; FW p. 120</i>			<ul style="list-style-type: none"> <li>• Synthesis of the central idea(s) requires some revision</li> <li>• Demonstrates an over-reliance on literal understandings of text</li> </ul>			<ul style="list-style-type: none"> <li>• No evidence of synthesis</li> <li>• Demonstrates a weak or incomplete understanding of text</li> </ul>		
	<b>Analysis</b>	<ul style="list-style-type: none"> <li>• Skillfully connects prior knowledge with literal information found in, and inferred from, the text (including text features as appropriate)</li> </ul>			<ul style="list-style-type: none"> <li>• Connects prior knowledge with literal information found in, and inferred from, the text (including text features as appropriate)</li> </ul> <i>RC 2.0, 2.2, 2.3, 2.4, 2.5, 2.6; WS 1.0, 1.1, 1.4; WA 2.0; LS 1.0, 1.5, 1.7, 1.10, 1.11; SA 2.0; FW pp. 83-86</i>			<ul style="list-style-type: none"> <li>• Analysis is underdeveloped</li> </ul>			<ul style="list-style-type: none"> <li>• Little or no analysis of text</li> </ul>		
	<b>Interpretation</b>	<ul style="list-style-type: none"> <li>• Demonstrates an insightful interpretation of the text and text features</li> </ul>			<ul style="list-style-type: none"> <li>• Demonstrates an effective interpretation of the text and text features such as illustrations, maps, graphs, and tables as appropriate</li> </ul> <i>RC 2.0, 2.2, 2.4, 2.5, 2.6, 2.7; WS 1.0, 1.1, 1.4; WA 2.0; LS 1.0, 1.5, 1.7, 1.10, 1.11; SA 2.0; FW pp. 83-86</i>			<ul style="list-style-type: none"> <li>• Interpretation loosely connected to the text/text features or is limited to a retell</li> </ul>			<ul style="list-style-type: none"> <li>• Interpretation is absent or erroneous</li> </ul>		
	<b>Support</b>	<ul style="list-style-type: none"> <li>• Supports perceptive interpretation with significant textual evidence and prior knowledge</li> </ul>			<ul style="list-style-type: none"> <li>• Supports interpretation with relevant textual evidence and prior knowledge</li> </ul> <i>RC 2.0, 2.2, 2.4, 2.5, 2.6; WS 1.0, 1.1, 1.4; WA 2.0; LS 1.0, 1.5, 1.7, 1.10, 1.11; SA 2.0; FW pp. 83-86</i>			<ul style="list-style-type: none"> <li>• Supports interpretation with limited and/or questionable textual evidence and prior knowledge</li> </ul>			<ul style="list-style-type: none"> <li>• Little or no evidence is offered to support interpretation</li> </ul>		
<b>WRITING STRATEGIES</b>	<b>ORGANIZATION</b>	<ul style="list-style-type: none"> <li>• Structure creatively/powerfully conveys meaning to the reader</li> <li>• Ideas and information are skillfully organized into logical, coherent paragraphs that are clear to the reader</li> </ul>			<ul style="list-style-type: none"> <li>• Structure is purposeful to the genre and clear to the audience</li> <li>• Ideas and information are organized into logical, coherent paragraphs that are clear to the reader</li> </ul> <i>WS 1.0; WA 2.0, 2.2; FW pp. 83-86</i>			<ul style="list-style-type: none"> <li>• Structure is formulaic and overly reliant on the teacher’s model</li> <li>• Paragraph structure is inconsistent</li> </ul>			<ul style="list-style-type: none"> <li>• Structure is random or absent</li> <li>• Ideas are incoherent and lack organization</li> </ul>		
	<b>VOICE</b>	<ul style="list-style-type: none"> <li>• Writer’s voice adds interest to the message</li> </ul>			<ul style="list-style-type: none"> <li>• Writer’s voice is appropriate to the audience and purpose</li> </ul> <i>WS 1.0 1.4; FW pp. 26, 85-86</i>			<ul style="list-style-type: none"> <li>• Writer’s voice is mechanical and/or repetitive (e.g., series of facts/ideas)</li> </ul>			<ul style="list-style-type: none"> <li>• No sense of voice, purpose and/or audience</li> </ul>		
	<b>WORD AND LANGUAGE CHOICE</b>	<ul style="list-style-type: none"> <li>• Words/phrases convey precise meaning appropriate to the genre</li> </ul>			<ul style="list-style-type: none"> <li>• Words/phrases chosen to convey meaning are appropriate to the genre</li> </ul> <i>WS 1.0, 1.4; WA 2.0, 2.2; FW pp. 82-83, 85</i>			<ul style="list-style-type: none"> <li>• Words/phrases chosen are vague and do not always convey intended meaning appropriate to the genre</li> </ul>			<ul style="list-style-type: none"> <li>• Limited range of vocabulary</li> </ul>		



**Grade 3**  
**RESPONSE TO EXPOSITORY TEXT Writing Rubric (continued)**

<b>SENTENCE FLUENCY</b>	<ul style="list-style-type: none"> <li>• Purposeful and innovative sentence structures are used to enhance intended meaning/effect</li> <li>• Skillful use of transitions within and across sentences/paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>• Uses complete and correct basic sentence structures</li> <li>• Sentences clearly build and connect <i>WS 1.10; LC 1.0, 1.1; FW pp. 26-27, 85-86</i></li> </ul>	<ul style="list-style-type: none"> <li>• Sometimes uses correct sentence structures</li> <li>• Sentences are weakly connected</li> </ul>	<ul style="list-style-type: none"> <li>• Little evidence of correct sentence structure</li> <li>• Sentences are a random collection of unrelated thoughts</li> </ul>
<b>CONVENTIONS</b>	<ul style="list-style-type: none"> <li>• Shows creativity and flexibility when using conventions to enhance meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Uses grade level appropriate conventions; errors are minor and do not obscure meaning <i>WS 1.0; LC 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7; FW pp. 26-27, 85</i></li> </ul>	<ul style="list-style-type: none"> <li>• Uses grade level appropriate conventions; errors occasionally obscure meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Limited understanding of grade level appropriate conventions</li> </ul>