

## Writing Rubrics: Grade 3

Rubric assumes an increasing level of skill applications between grade levels.

WRITING ABOUT A TOPIC		
<b>3WRTTOPIC Student writes on a single topic using complete sentences and paragraphs.</b>		
<b>Grade 3</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will:</b> <ol style="list-style-type: none"> <li>a. write a paragraph on a single topic with a topic sentence and two or more supporting details.</li> <li>b. write complex sentences (e.g. using adjectives, adverbs and clauses).</li> <li>c. apply strategies to plan for writing (e.g. webbing, drawing, lists).</li> </ol> <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• writes complete sentences about a single topic with a subject and a predicate.</li> <li>• applies an assigned writing strategy to plan for writing (e.g. webbing, drawing, lists).</li> </ul> <b>However, the student exhibits major errors or omissions with Level 3.</b>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	

*See State and District Grade Level Expectations for complete reference*

*e.g. abbr. (for example)*

*i.e. abbr. (that is) required skills*

<b>WRITING FOR A VARIETY OF PURPOSES AND AUDIENCES</b>		
<b>3WRTFIC Student writes fiction for a variety of purposes and audiences.</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will:</b> <ol style="list-style-type: none"> <li>write a story or composition with a beginning, middle and end.</li> <li>use expressive language when responding to literature or producing text. (e.g. journal entries, pictures supported by text/poetry)</li> </ol> <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>writes a sequence of fictional events in order</li> <li>uses basic language when responding to literature or producing text.</li> </ul> <b>However, the student exhibits major errors or omissions with Level 3.</b>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 3 - Writing

<b>WRITING FOR A VARIETY OF PURPOSES AND AUDIENCES</b>		
<b>3WRTNONFC Student writes nonfiction for a variety of purposes and audiences.</b>		
<b>Grade 3</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<p><b>Student will:</b></p> <ol style="list-style-type: none"> <li>choose the appropriate organizational structure to match a purpose and audience.</li> <li>write in a variety of non-fiction forms using appropriate information and structure (e.g. letters, observations, descriptions, directions).</li> <li>use personal experiences, texts, and media to gather information for research projects and as sources for writing ideas.</li> <li>use text features (e.g. title, diagrams, charts, or illustrations with captions or labels).</li> <li>use expressive language when responding to or producing text. (e.g. journal entries, pictures supported by text/ poetry)</li> </ol> <p><b>The student exhibits no major errors or omissions.</b></p>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<p><b>There are no major errors or omissions regarding the simpler details—and processes as the student:</b></p> <ul style="list-style-type: none"> <li>applies a given organizational structure to match a given purpose and audience.</li> <li>uses basic non-fiction form for give audience and purpose.</li> <li>uses personal experience and given sources to gather information on given topics.</li> <li>uses basic expressive language when responding to literature or producing text.</li> <li>uses basic text features (e.g. title, labels)</li> </ul> <p><b>However, the student exhibits major errors or omissions with Level 3.</b></p>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	

<b>USING STRUCTURES and CONVENTIONS</b>		
<b>3STRCONV Student writes and edits using a variety of sentence structures and grade-appropriate spelling, capitalization, and punctuation.</b>		
<b>Grade 3</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<p><b>Student will:</b></p> <ol style="list-style-type: none"> <li>a. write a variety of complete sentences (i.e. statement, question, exclamation).</li> <li>b. identify and correct mistakes in spelling (e.g. grade-appropriate spelling words, high-frequency words, high frequency homophones)</li> <li>c. identify and correct mistakes in punctuation at the end of sentences</li> <li>d. identify and correct mistakes in capitalization (i.e. beginning of sentences, proper nouns, book titles)</li> <li>e. identify and correct grammar (grade appropriate)</li> <li>f. identify and correct mistakes in paragraph form (indentation and spacing)</li> </ol> <p><b>The student exhibits no major errors or omissions.</b></p>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• writes basic sentences</li> <li>• identifies major mistakes in spelling, punctuation, capitalization, grammar, and paragraph form.</li> </ul> <p><b>However, the student exhibits major errors or omissions with Level 3.</b></p>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
<b>Level 0</b> (No progress)	<b>Even with help, the student demonstrates no understanding or skill.</b>	

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 3 - Writing

<b>REVISING</b>		
<b>3REVISE Student revises for the qualities of good writing, including detail, clarity, and organization.</b>		
<b>Grade 3</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will:</b> <ol style="list-style-type: none"> <li>a. rearrange and/or add supporting details to improve clarity.</li> <li>b. use the qualities of good writing to plan and revise writing with peers. (i.e. 6 Traits: conventions, fluency, ideas, organization, voice and word choice)</li> </ol> <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• includes basic structure for clarity and relevant details.</li> <li>• uses basic qualities of effective writing, but not all, to plan, confer, and revise writing.</li> </ul> <b>However, the student exhibits major errors or omissions with Level 3.</b>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
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Students are asked to revise in a different color.

<b>USING WRITING RESOURCES</b>		
<b>3WRTRES Student uses various resources when writing, and documents such use as appropriate.</b>		
<b>Grade 3</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will:</b> <ol style="list-style-type: none"> <li>a. use a dictionary to locate the spelling or definition of words.</li> <li>b. use a thesaurus to find synonyms for common words.</li> <li>c. list sources or authors and titles of books and other materials when used as references in written work.</li> </ol> <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• uses basic dictionary skills to locate the spelling or definition of words. (e.g. attempts to locate word using initial letter)</li> <li>• uses basic thesaurus skills to find synonyms for common words</li> <li>• lists titles of books and other materials when used as references in written work.</li> </ul> <b>However, the student exhibits major errors or omissions with Level 3.</b>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
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*Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 3 - Writing*

<b>WORD STUDY and SPELLING</b>	
<b>3WS.SPELL Student shows understanding of weekly word study, concepts, and spelling rules.</b>	
<b>Grade 3</b>	
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>
	Level 3.5      In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<p><b>Student will:</b></p> <ul style="list-style-type: none"> <li>a. uses strategies for improving spelling (e.g., word wall, personal dictionaries, peer and teacher support).</li> <li>b. spell grade-level appropriate and high frequency words correctly.</li> <li>c. apply weekly word study concepts and spelling rules in daily writing.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>
	Level 2.5      The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>• uses a given strategy for improving spelling.</li> <li>• spells simple high frequency words correctly.</li> <li>• shows understanding, but limited application, of weekly word study, concepts, and spelling rules.</li> </ul> <p><b>However, the student exhibits major errors or omissions with Level 3.</b></p>
	Level 1.5      The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>
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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 3 - Writing

<b>HANDWRITING</b>		
<b>3HNDWRTNG Student writes legibly in cursive.</b>		
<b>Grade 3</b>		
<b>Level 4</b> (Advanced)	<b>In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
<b>Level 3</b> (Proficient)	<b>Student will:</b> a. write in legible cursive. b. use correct spacing between words and sentences. <b>The student exhibits no major errors or omissions.</b>	
	Level 2.5	The student exhibits no major errors omissions regarding Level 2, and partial knowledge of Level 3.
<b>Level 2</b> (Making progress)	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <ul style="list-style-type: none"> <li>• writes cursive letters or words in isolation.</li> <li>• uses correct spacing at the end of sentences.</li> </ul> <b>However, the student exhibits major errors or omissions with Level 3.</b>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
<b>Level 1</b> (Making little progress)	<b>With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.</b>	
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