

## GRADE 3 INFORMATIONAL WRITING RUBRIC

	1 (1 Point)	2 (2 Points)	3 (3 Points)	4 (4 Points)
<b>STRUCTURE</b>				
<b>Overall</b>	The writer taught his/her readers about a topic.	The writer taught readers some important points about a subject.	The writer taught readers information about a subject. He/she put in ideas, observations, and questions.	The writer taught readers different things about a subject. He/she put facts, details, quotes, and ideas into each part of his/her writing.
<b>Lead</b>	The writer named his/her topic in the beginning and got the readers' attention.	The writer wrote a beginning in which he/she named a subject and tried to interest readers.	The writer wrote a beginning in which he/she got readers ready to learn a lot of information about the subject.	The writer hooked his/her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. He/she let readers know that he/she would teach them different things about a subject.
<b>Transitions</b>	The writer told different parts about his/her topic on different pages.	The writer used words such as <i>and</i> and <i>also</i> to show he/she had more to say.	The writer used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> .	The writer used words in each section that helped the reader understand how one piece of information connected to another. The writer used words like <i>later</i> , <i>next</i> , <i>before</i> , and <i>after</i> .
<b>Ending</b>	The writer wrote an ending.	The writer wrote some sentences or a section at the end to wrap up his/her piece.	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	The writer wrote an ending that reminded readers of his/her subject and may have suggested an action or provided a final insight.
<b>Organization</b>	The writer told about his/her topic part by part.	The writer's writing had different parts. Each part told different information about the topic.	The writer grouped his/her information into parts. Each part was mostly about one thing that connected to his/her big topic.	The writer grouped information into sections and used paragraphs and sometimes chapters to separate sections. Subheadings and headings may be used to title sections.

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<b>DEVELOPMENT</b>				
<b>Elaboration</b>	The writer put facts in his/her writing to teach about his/her topic.	The writer used different kinds of information in his/her writing such as facts, definitions, details, steps, and tips.	The writer wrote facts, definitions, details, and observations about the topic and explained some of them.	The writer collected information from a variety of sources.  The writer taught his/her readers different things about the subject. The writer selected information that was important and interesting. Facts, numbers, names, and examples were included.
<b>Craft</b>	The writer used labels and words to give facts.	The writer tried to include the words that showed he/she was an expert on the subject.	The writer chose expert words to teach readers a lot about the subject. He/she taught information in a way to interest readers. He may have used drawings, captions, or diagrams.	The writer made deliberate word choices to teach his/her readers. When it felt right to do so, the writer chose interesting comparison and used figurative language to clarify his/her points.
<b>LANGUAGE CONVENTIONS</b>				
<b>Spelling</b>	The writer used chunks of words (e.g., <i>at, op, it</i> , etc.) to spell.	The writer used spelling patterns correctly (e.g., <i>tion, er, ly</i> , etc.).	The writer used spelling patterns correctly and edited regularly.	The writer used spelling patterns correctly and extended them to create new words.
<b>Conventions</b>	The writer began and ended few sentences with capitalization and punctuation.  The writer rarely punctuated dialogue with commas and quotation marks.	The writer began and ended most sentences with capitalization and punctuation.  The writer sometimes punctuated dialogue with commas and quotation marks.	The writer began and ended all sentences with capitalization and punctuation.  The writer punctuated dialogue correctly with commas and quotation marks.	The writer edited independently.  The writer used long, complex sentences and commas appropriately.

**Scoring Directions**

Please note: As you assess students' writing, you can indicate ½ points and also "0's". For example, if a student does not attempt a lead the teacher would mark that component as a 0. If a student "falls between" categories, please indicate this as a 1.5, 2.5, etc.

**Compiling the Scores**

In each row, highlight the descriptor in the column that matches the student's work. **Scores in the categories of Elaboration and Craft are worth double the point value.** Total the number of points and then track students' progress by seeing when the total points increase.

Overall Score \_\_\_\_\_

Lead Score \_\_\_\_\_

Transition Score \_\_\_\_\_

Ending Score \_\_\_\_\_

Organization Score \_\_\_\_\_

Elaboration \_\_\_\_\_ x 2 = \_\_\_\_\_

Craft Score \_\_\_\_\_ x 2 = \_\_\_\_\_

Spelling Score \_\_\_\_\_

Conventions Score \_\_\_\_\_

Total Score \_\_\_\_\_

Number of Points	Scaled Score*
1—11	1
12—22	2
23—33	3
34—44	4

\*The Scaled Score is recorded on the Class Report Form and the Consolidated Report Form.