

Third Grade Information Writing Rubric								
See Note Below	Grade 1 1 pt = Below	1.5 Pts = Below	Grade 2 2 pts = Basic	2.5 Pts = Basic	Grade 3 3 pts = Meets	3.5 Pts = Excels	Grade 4 4 pts = Excels	Score
Structure								
Overall	Taught readers about a topic.	Mid-Level	Taught readers some important points about a subject	Mid-Level	Taught readers information about a subject. He/She put in ideas, observations, and questions.	Mid-Level	Taught readers the different things about a subject. Put facts, details, quotes and ideas into each part of his writing.	
Lead	Named his/her topic in the beginning and got the readers' attention.		Wrote a beginning in which he/she named a subject and tried to interest readers.		Wrote a beginning in which he/she got readers ready to learn a lot of information about the subject.		Hooked his/her readers by explaining why the subject mattered, telling a surprising fact or giving a big picture. Let readers know that he/she would teach them different things about a subject.	
Transitions	Told different parts about his/her topic on different pages.		Used words such as <i>and</i> and <i>also</i> to show he had more to say.		Used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . He/She also used words to show what did not fit such as <i>however</i> and <i>but</i> .		Used words in each section that helped the reader understand how one piece of information connected with others. Wrote the section in sequence, used words and phrases such as <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> and <i>after</i> . Organized the section in kinds or parts, used words such as <i>another</i> , <i>also</i> , and <i>for example</i> .	
Ending	Wrote an ending		Wrote some sentences or a section at the end to wrap up piece		Wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.		Wrote an ending that reminded readers of his/her subject and may either have suggested a follow-up action or left readers with a final insight. Added his/her thoughts, feelings and questions about the subject at the end.	
Organization	Told about his/her topic part by part.		Writing had different parts. Each part told different information about the topic.		Grouped his/her information into parts. Each part was mostly about one thing that connected to big topic.		Grouped information into sections and used paragraphs and sometimes chapters to separate sections. Each section had information that was mostly about the same thing. May have used headings and subheadings.	
Development								
Elaboration	Put facts in his/her writing to teach about his topic.	Mid-Level	Used different kinds of information in his/her writing such as facts, definitions, details, steps and tips.	Mid-Level	Wrote facts, definitions, details, and observations about her topic and explained some of them.	Mid-Level	Taught readers different things about the subject. Chose those subtopics because they were important and interesting. Included different facts and details such as numbers, names, and examples. Got information from talking to people, reading books and from his/her own knowledge and observations. Made choices about organization. Might have used compare/contrast, cause/effect, or pro/con. May have used diagrams, charts, headings, bold words, and definition boxes to help teach her readers.	X2
Craft	Used labels words to give facts		Tried to include the words that showed he/she was an expert on the subject.		Chose expert words to teach readers a lot about the subject. Taught information in a way to interest readers. May have used drawings, captions, or diagrams.		Made deliberate word choices to teach his readers. May have done this by using and repeating key words about his/her topic. Chose interesting comparisons and used figurative language to clarify points. Made choices about which	X2

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							information was best to include or not include. Used a teaching tone. May have used phrases such as <i>that means...</i> , <i>what that really means is...</i> , and <i>let me explain...</i>	
Language Conventions								
Spelling	Used all he/she knew about words and chunks of words (<i>at,op,it,etc.</i>) to help spell--- spelled all the grade appropriate words correctly and used the word wall	Mid-Level	Used what he/she knew about spelling patterns (tion, er, ly, etc.) to spell words—Spelled all the grade appropriate words correctly and used the word wall	Mid-Level	Used what he/she knew about spelling patterns to help him/her spell and edit grade appropriate words before he/she wrote final draft. Got help from others to check spelling and punctuation before writing the final draft.	Mid-Level	Used what he/she knew about word families and spelling rules to help him/her spell and edit grade appropriate words. Used the word wall and dictionaries to help when needed.	
Punctuation	Ended sentences with punctuation — Used a capital letter for names- Used commas in dates and lists		Used quotation marks to show what characters said— Used apostrophes in words such as <u>can't</u> and <u>don't</u>		Punctuated dialogue correctly with commas and quotation marks— Punctuation at the end of every sentence—Wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another		Correctly used commas to write long complex sentences for clarity	
*Note: If a student does not have the skill(s) listed as a '1', give the student '0'							Total Points	

Report Scale Score Online

Number of Points	Scaled Score	Status
0	0	Refuses to Write
1-11	1	Below
11:5 – 16.5	1.5	Below
17 – 22	2	Basic
22.5 – 27.5	2.5	Basic
28 – 33	3	Meets
33.5 – 38.5	3.5	Excels
39 – 44	4	Excels