

3rd Grade Informational/Expository Instructional Analytic Writing Rubric

Name _____ Date _____ Mode _____

Informational: increases readers' knowledge of a subject, help reader better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

	Meets Standards			Approaching Standards			Developing			Emergent		
Content/Ideas	<ul style="list-style-type: none"> Strong purpose/focus Effectively supports topic with clear and relevant facts, definitions, and details Accurate grade appropriate domain specific vocabulary 			<ul style="list-style-type: none"> Clear purpose/focus Adequately supports topic with facts, definitions, and details. Grade appropriate domain specific vocabulary that could have misconceptions 			<ul style="list-style-type: none"> Minimal focus Contains facts: May be insufficient, unclear, and/or irrelevant May include extraneous details and information 			<ul style="list-style-type: none"> No clear focus or purpose Little or no supporting facts, definitions, or details. Basic vocabulary, little or no grade appropriate domain specific vocabulary Undeveloped 		
	H (24)	M (22)	L (20)	H (18)	M (16)	L (14)	H (12)	M (10)	L (8)	H (6)	M (4)	L (2)
Organization	<ul style="list-style-type: none"> Text Structure(s): Description, sequence, compare & contrast, cause & effect, and/or problem & solution Organizes ideas using various (at least three) text features (such as table of contents, headings, diagrams, captions, bold print, labels, etc.) Effective introduction, body, and conclusion Linking words and phrases are appropriate and connect the ideas within and between paragraphing 			<ul style="list-style-type: none"> Structure is loosely organized and may not flow in a logical sequence Writing text structure has an introduction, body, and conclusion Uses paragraphs 			<ul style="list-style-type: none"> Introduction, body, and/or conclusion are present. (Must have 2 or 3) Some attempt at linking words and phrases Attempting some type of organization 			<ul style="list-style-type: none"> Incorrect Text Type (narrative or opinion) Writing may be brief or focus may drift Little or no organizational structure Unclear progression of ideas No linking words Frequent extraneous ideas may intrude 		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Style/Voice	<ul style="list-style-type: none"> Writer is aware of audience and purpose 									<ul style="list-style-type: none"> Little sense of audience or purpose 		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Conventions: See grade level CCSS Grade Level Standards Pg. 28	<ul style="list-style-type: none"> Well controlled grade appropriate language Demonstrates command of Standard English (See Common Core State Language Standards) Uses information from experiences and/or other sources when applicable Complete list of sources provided when applicable 			<ul style="list-style-type: none"> Well controlled grade appropriate language; may have occasional lapses in writing conventions Use of conventional spelling and spelling patterns with occasional lapses Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards) Partial list of sources provided when applicable 			<ul style="list-style-type: none"> High frequency words used are spelled correctly Basic capitalization and punctuation generally correct Understanding of basic grammar rules 			<ul style="list-style-type: none"> Few grade level high frequency words spelled correctly No capitalization/incorrect capitalization No punctuation/incorrect punctuation Surface errors may make understanding difficult 		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Holistic	60 59 58 57 56	55 54 53 52 51	50 49 48 47 46	45 44 43 42 41	40 39 38 37 36	35 34 33 32 31	30 29 28 27 26	25 24 23 22 21	20 19 18 17 16	15 14 13 12 11	10 9 8 7	6 5