

ENGLISH LANGUAGE ARTS RESPONDING TO LITERARY AND INFORMATIONAL TEXT WRITING RUBRIC GRADE 3

BARRINGTON PUBLIC SCHOOLS

| Criteria | 4 | 3 | 2 | 1 |
|------------------------|--|---|--|--|
| Writing process | <ul style="list-style-type: none"> Effectively uses the writing process (prewriting, drafting, revising, editing, publishing, and sharing) to enhance writing (2.1.1) | <ul style="list-style-type: none"> Uses the writing process (prewriting, drafting, revising, editing, publishing, and sharing) (2.1.1) | <ul style="list-style-type: none"> Uses some steps of the writing process (prewriting, drafting, revising, editing, publishing, and sharing) (2.1.1) | <ul style="list-style-type: none"> Shows little or no evidence of using the writing process (prewriting, drafting, revising, editing, publishing, and sharing) (2.1.1) |
| Ideas | <ul style="list-style-type: none"> Effectively connects what has been read to prior knowledge or another text (T/S, T/T). (2.3.2) Selects appropriate information and adds details to set context/background relevant to genre/topic. (2.3.2) Clearly states a focus (purpose) when responding to a given question (RARE, QAR). (2.4.2) | <ul style="list-style-type: none"> Connects what has been read to prior knowledge or another text (T/S, T/T). (2.3.2) Selects appropriate information to set context/background relevant to genre/topic. (2.3.2) States a focus (purpose) when responding to a given question (RARE, QAR). (2.4.2) | <ul style="list-style-type: none"> Attempts to connect what has been read to prior knowledge or another text (T/S, T/T). (2.3.2) Selects some appropriate information to set context/background relevant to genre/topic. (2.3.2) Attempts to state a focus (purpose) when responding to a given question (RARE, QAR). (2.4.2) | <ul style="list-style-type: none"> Makes no connection to what has been read. (2.3.2) Lacks appropriate information to set context/background relevant to genre/topic. (2.3.2) Lacks a focus (purpose) when responding to a given question. (2.4.2) |
| Organization | <ul style="list-style-type: none"> Writes a clear introductory statement/sentence. (2.4.2) Writes a concluding statement/sentence that provides closure. (2.4.2) Uses basic transition words/phrases to enhance meaning.. (2.4.2) Uses paragraph form (indent). | <ul style="list-style-type: none"> Writes an introductory statement/sentence. (2.4.2) Writes a concluding statement/sentence. (2.4.2) Uses basic transition words/phrases. (2.4.2) Uses paragraph form (indent). 2.2.5 | <ul style="list-style-type: none"> Attempts to write an introductory statement/ sentence. (2.4.2) Attempts to write a concluding statement/ sentence. (2.4.2) Uses some basic transition words/phrases. (2.4.2) Attempts to use paragraph form (indent). 2.2.5 | <ul style="list-style-type: none"> Neglects to write an introductory statement/ sentence. (2.4.2) Neglects to write a concluding statement/ sentence. (2.4.2) Uses no transition words/phrases. (2.4.2) Does not use paragraph form. |

RubricBarGrade3Responding to LitInfo 07/17/09

Level 4- Exceeds standards - Indicates competence in all standards/benchmarks and exceptional performance in a few

Level 3 - Meets standards - Indicates general competence in all standards/benchmarks

Level 2- Emerging - Indicates general competence in most standards/benchmarks with difficulties in some

Level 1- Attempt made - Indicates difficulties in a majority of standard/benchmarks

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|-------------------------|--|---|--|---|
| Voice | <ul style="list-style-type: none"> Uses voice appropriate for the audience/purpose. (2.7.11) | <ul style="list-style-type: none"> Begins to use voice appropriate for the audience/purpose. (2.7.11) | <ul style="list-style-type: none"> Begins to use voice. (2.7.11) | <ul style="list-style-type: none"> Lacks voice. (2.7.11) |
| Sentence Fluency | <ul style="list-style-type: none"> Uses varied sentence length and structure to enhance meaning. Writes a variety of complete sentences (declarative, interrogative, and exclamatory) to enhance meaning. (2.2.2) | <ul style="list-style-type: none"> Uses varied sentence length and structure. (2.2.4) Writes a variety of complete sentences (declarative, interrogative, and exclamatory). (2.2.2) | <ul style="list-style-type: none"> Attempts to use varied sentence length and structure. (2.2.4) Writes complete sentences. (2.2.2) | <ul style="list-style-type: none"> Does not vary sentence length and/or structure. (2.2.4) Writes simple sentences. (2.2.2) |
| Word Choice | <ul style="list-style-type: none"> Uses relevant details and descriptive language appropriate to purpose. (2.6.1) | <ul style="list-style-type: none"> Uses details and descriptive language appropriate to purpose. (2.6.1) | <ul style="list-style-type: none"> Uses some detail and/or descriptive language appropriate to purpose. (2.6.1) | <ul style="list-style-type: none"> Uses some detail and/or descriptive language. (2.6.1) |
| Conventions | <ul style="list-style-type: none"> Applies basic capitalization rules. (2.9.3) Uses punctuation correctly in sentences to enhance meaning (2.9.4) Correctly spells grade appropriate words. Errors do not impede meaning. (2.9.5) | <ul style="list-style-type: none"> Applies basic capitalization rules (names and beginning of a sentence). (2.9.3) Uses end punctuation correctly in simple sentences (e.g. period, question mark, exclamation point). (2.9.4) Correctly spells grade appropriate words. Errors do not impede meaning. (2.9.5) | <ul style="list-style-type: none"> Attempts to apply basic capitalization rules (names and beginning of a sentence). (2.9.3) Attempts to use end punctuation correctly in simple sentences (e.g. period, question mark, exclamation point). (2.9.4) Attempts to spell grade appropriate words. Errors may impede meaning. (2.9.5) | <ul style="list-style-type: none"> Does not apply basic capitalization rules (names and beginning of a sentence). (2.9.3) Lacks use of end punctuation in simple sentences (e.g. period, question mark, exclamation point). (2.9.4) Correctly spells few grade appropriate words. Errors impede meaning. |

COMMENTS

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