

ENGLISH LANGUAGE ARTS INFORMATIONAL – REPORT 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 establishes a topic. (2.7.11) States and maintains a focus/controlling idea. (2.7.11) Includes relevant details for appropriate depth of information. (2.8.1) Uses pertinent facts and details relevant to the topic/focus/controlling idea. (2.7.9) 	<ul style="list-style-type: none"> Establishes a topic. (2.7.11) States and maintains a focus/controlling idea. (2.7.11) Includes details for appropriate depth of information. (2.8.1) Uses facts to support topic/focus/controlling idea. (2.7.9) 	<ul style="list-style-type: none"> Attempts to establish a topic. (2.7.11) Attempts to maintain a focus/controlling idea. (2.7.11) Includes some details for appropriate depth of information. (2.8.1) Uses some facts to support topic/focus/controlling idea. (2.7.9) 	<ul style="list-style-type: none"> Neglects to establish a topic. (2.7.11) Little or no evidence of a focus/controlling idea. (2.7.11) Includes many irrelevant details. (2.8.1) Uses little or irrelevant facts to support topic/focus/controlling idea. (2.7.9)
Organization	<ul style="list-style-type: none"> Effectively groups ideas. (2.7.2) Effectively provides an introduction/lead that sets the context. (2.7.10) Writes a concluding statement/sentence that provides clear closure. (2.7.4) Uses paragraph form (indent). (2.2.5) 	<ul style="list-style-type: none"> Groups ideas logically. (2.7.2) Provides an introduction/lead that sets the context. (2.7.10) Writes a concluding statement/sentence. (2.7.4) Uses paragraph form (indent). (2.2.5) 	<ul style="list-style-type: none"> Attempts to groups ideas. (2.7.2) Writes an introduction/lead that attempts to set the context. (2.7.10) Attempts to write a concluding statement/sentence. (2.7.4) Attempts to use paragraph form (indent). (2.2.5) 	<ul style="list-style-type: none"> Neglects to groups ideas. (2.7.2) Neglects to write an introduction/lead or does not set the context. (2.7.10) Neglects to write a concluding statement/sentence. (2.7.4) Does not use paragraph form (indent). (2.2.5)

RubricBarGrade3Report 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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	<ul style="list-style-type: none"> • Uses transition words to enhance meaning. (2.7.3) 	<ul style="list-style-type: none"> • Uses basic transition words. (2.7.3) 	<ul style="list-style-type: none"> • Uses some basic transition words. (2.7.3) 	<ul style="list-style-type: none"> • Uses little or no basic transition words. (2.7.3)
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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Level 4- Exceeds standards - Indicates competence in all standards/benchmarks and exceptional performance in a few

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