

Urbana School District 116: Argument/Persuasive Rubric for 3rd Grade (Aligned with Common Core Standards) – August 2013

Criteria for 3rd Grade		Exceeds (Above Grade Level)	Proficient/Meets (On Grade Level)	Basic (Approaching Grade Level)	Below Basic (Below Grade Level)
WRITE TRAITS - IDEAS	Focus/ Opinion CCSS: W.3.1	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt States an opinion/argument/claim that demonstrates an insightful understanding of topic 	<ul style="list-style-type: none"> Responds to all parts of the prompt States an opinion that demonstrates an understanding of topic 	<ul style="list-style-type: none"> Responds to most parts of the prompt States an opinion that demonstrates limited understanding of topic 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Demonstrates little to no understanding of topic
	Evidence/ Support CCSS: W.3.1 RI.3.1	<ul style="list-style-type: none"> Supports opinion logically with reasons, facts, and details 	<ul style="list-style-type: none"> Supports opinion with reasons 	<ul style="list-style-type: none"> Supports opinion with limited reasons 	<ul style="list-style-type: none"> Does not support opinion with reasons OR reasons are irrelevant or inaccurate
	Analysis CCSS: W.3.1	<ul style="list-style-type: none"> Provides reasons that are supported by facts and details Refers to details and examples from the text to support opinion 	<ul style="list-style-type: none"> Provides reasons that support opinion Refers explicitly to the text in support of opinion 	<ul style="list-style-type: none"> Provides some explanation of how reasons support opinion Refers to text but does not use reference to support opinion 	<ul style="list-style-type: none"> Provides no or inaccurate explanation of how reasons support opinion Does not refer to text to support opinion
WRITE TRAITS - ORGANIZATION	Structure/ Cohesion CCSS: W.3.1	<ul style="list-style-type: none"> Introduces the topic/text clearly Creates an organizational structure in which ideas are grouped to support the purpose Links opinions and reasons using words, phrases, and clauses appropriately Provides a concluding statement or section related to opinion 	<ul style="list-style-type: none"> Introduces the topic/text Creates an organizational structure that lists reasons in support of opinion Connects opinions and reasons using linking words, phrases, and clauses appropriately Provides a concluding statement or section 	<ul style="list-style-type: none"> Partially introduces the topic/text or introduces a topic in a vague or unclear manner Attempts to organize ideas and information in support of opinion Uses some linking words, phrases, or clauses to connect reasons to opinion but not effectively Provides a limited concluding statement or section 	<ul style="list-style-type: none"> Does not introduce the topic/text Organizes ideas and information in no apparent order due to lack of paragraph structure Uses no linking words, phrases, or clauses Provides no concluding statement or section
WRITE TRAITS - WORD CHOICE, SENTENCE FLUENCY, VOICE, AND CONVENTIONS	Language Usage/ Voice CCSS: L.3.1 L.3.2 L.3.3 W.3.1 W.3.4	<ul style="list-style-type: none"> Varies sentence structures for reader interest and style Demonstrates above grade-level grammar conventions and mechanics (grammar, punctuation, capitalization, and spelling); errors are minor and do not obscure meaning Chooses words and phrases to convey ideas precisely Establishes and maintains a formal style (voice) 	<ul style="list-style-type: none"> Varies sentence structures (simple, compound, and complex). Demonstrates grade level appropriate grammar conventions and mechanics; errors are minor and do not obscure meaning Chooses words and phrases for effect Establishes and maintains a consistent style (voice) 	<ul style="list-style-type: none"> Limited variation of simple and compound sentence structures Demonstrates use of some grade level appropriate conventions, but errors obscure meaning Uses vague or basic word choice Uses an inconsistent style (voice) OR uses both formal and informal styles 	<ul style="list-style-type: none"> Does not vary sentence structures Demonstrates limited understanding of grade level appropriate conventions; errors interfere with the meaning Uses incorrect word choice Uses an inconsistent style (voice) OR uses both formal and informal styles

SCORING NOTE: Teachers should consider the preponderance of evidence from student work when determining overall performance level. Students should also have multiple opportunities to work with the rubric, review exemplars, and revise/modify their work prior to any summative use of this rubric.

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Strand	Second Grade	Third Grade	Fourth Grade
Reading – Informational Text	RI.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	RI.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Writing	<p>W.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. <p>W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.9: Begins in 4th grade.</p>	<p>W.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented. <p>W.4: Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Language	<p>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Use collective nouns Form and use frequently occurring irregular plural nouns Form and use the past tense of frequently occurring irregular verbs Produce, expand, and rearrange complete simple and compound sentences. <p>L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (capitalize holidays, product names and geographic names, use commas in greetings and closings of letters, use apostrophe to form contractions and possessives, generalize learned spelling patterns).</p>	<p>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Form and use regular and irregular nouns Form and use irregular verbs Ensure subject-verb and pronoun-antecedent agreement Produce simple, compound, and complex sentences). <p>L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Capitalize appropriate words in titles, use commas and quotation marks in dialogue, form and use possessives, use spelling patterns, and consult reference materials.)</p> <p>L.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ol style="list-style-type: none"> Choose words and phrases for effect. 	<p>L.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Form and use the progressive verb tenses Order adjectives within sentences according to conventional patterns Form and use prepositional phrases Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.) <p>L.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (Use capitalization, commas and quotation marks for direct speech, commas before a coordinating conjunction in a compound sentence).</p> <p>L.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ol style="list-style-type: none"> Choose words and phrases to convey ideas precisely. Choose punctuation for effect.

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NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (3) as well as the subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 4th grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing RI = Reading Informational Text L=Language

PROMPTS TAKEN FROM THE 3rd GRADE READING FOR INFORMATION STANDARDS:

- **RI.2 – Determine the Main idea of a text; recount the key details and explain how they support the main idea.**
- **RI.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.**
- **RI.8 – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).**
- **RI.9 – Compare and contrast the most important points and key details presented in two texts on the same topic.**