

Urbana School District 116: Informative/Explanatory 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 CCSS: W.3.2	<ul style="list-style-type: none"> Responds skillfully to all parts of the prompt Thoroughly examines a topic and conveys ideas and information clearly 	<ul style="list-style-type: none"> Responds to all parts of the prompt Examines a topic and conveys ideas and information clearly 	<ul style="list-style-type: none"> Responds to most parts of the prompt Partially examines a topic and partially conveys ideas and information 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Does not convey ideas and information clearly
	Evidence/ Support CCSS: W.3.2 RI.3.1	<ul style="list-style-type: none"> Develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic 	<ul style="list-style-type: none"> Develops the topic with facts, definitions, and details 	<ul style="list-style-type: none"> Partially develops the topic with facts, definitions, and details 	<ul style="list-style-type: none"> Does not develop the topic with facts, definitions, and details OR information is inaccurate
WRITE TRAITS - ORGANIZATION	Structure/ Cohesion CCSS: W.3.2	<ul style="list-style-type: none"> Introduces the topic clearly Groups related information together in paragraphs and sections Links ideas within categories of information using words and phrases Provides a concluding statement or section related to the information or explanation presented 	<ul style="list-style-type: none"> Introduces the topic Groups related information together and includes illustrations when useful to aiding comprehension Uses linking words and phrases, to connect ideas within categories of information Provides a concluding statement or section 	<ul style="list-style-type: none"> Partially introduces the topic or introduces a topic in a vague or unclear manner Attempts to group related information together 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 Organizes ideas and information in no apparent order 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.3.2 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 Uses precise language and domain-specific vocabulary to inform about or explain the topic 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 grade-level 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.2.1: Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	RI.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.4.1: 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.2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>W.2.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section. <p>W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.9: Begins in 4th grade.</p>	<p>W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented <p>W.4.4: 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.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

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<p>Language</p>	<p>L.2.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use collective nouns b. Form and use frequently occurring irregular plural nouns d. Form and use the past tense of frequently occurring irregular verbs f. Produce, expand, and rearrange complete simple and compound sentences. <p>L.2.2: 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.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> b. Form and use regular and irregular nouns d. Form and use irregular verbs f. Ensure subject-verb and pronoun-antecedent agreement i. Produce simple, compound, and complex sentences). <p>L.3.2: 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.3.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases for effect. 	<p>L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> b. Form and use the progressive verb tenses d. Order adjectives within sentences according to conventional patterns e. Form and use prepositional phrases f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.) <p>L.4.2: 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.4.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.</p> <ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely. b. 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, the CCSS-aligned standards for the current grade as well as the grade above and the grade below have been included. The letter abbreviations are as follows: CCSS = Common Core State Standards, W= writing, RI = Reading Informational Text, and L=Language.

READING STANDARDS THAT CORRELATE WITH INFORMATIONAL WRITING:

- **RI.3.2 – Determine the Main idea of a text; recount the key details and explain how they support the main idea.**
- **RI.3.3 - 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.3.8 – Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).**
- **RI.3.9 – Compare and contrast the most important points and key details presented in two texts on the same topic.**