

Morrice Area Schools – Informative Writing Rubric

3rd Grade

	4 - Advanced (Exceeds Standards)	3 - Proficient (Meets Standards)	2 - Partial (Approaching Standards)	1 - Minimal (Below Standards)
Focus/ Information CCSS: ➤ RIT – 1 ➤ W – 2	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Demonstrates a strong understanding of topic/text(s) 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • Demonstrates an understanding of topic/text(s) 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • Demonstrates limited understanding of topic/text(s) 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Demonstrates little to no understanding of topic/text(s)
Organization CCSS: ➤ W – 2a ➤ W – 2c ➤ W – 2d ➤ W – 4	<ul style="list-style-type: none"> • Organizes ideas and information into logical, coherent paragraphs that are clear to the reader • Skillfully groups and structures related information in paragraphs and sections • Uses linking words and phrases strategically to connect ideas within categories of information 	<ul style="list-style-type: none"> • Organizes ideas and information using a clear topic sentence, details, explanation, and concluding sentence • Groups related information together • Uses effective linking words and phrases to connect ideas 	<ul style="list-style-type: none"> • Organizes ideas and information in an incomplete paragraph structure (ex. missing conclusion) • Grouping of ideas lacks cohesion (ex. list-like, rambling, or repetitive) • Attempts to use some simplistic linking words to connect ideas 	<ul style="list-style-type: none"> • Organizes with no evidence of paragraph structure • Does not group related information together • Uses no linking words
Support/ Evidence CCSS: ➤ RIT – 1 ➤ W – 2b ➤ W – 8	<ul style="list-style-type: none"> • Skillfully uses relevant and substantial text support from the resources with accuracy • Uses credible and varied sources • Develops the topic with facts, definitions, concrete details, quotations, or other information and examples 	<ul style="list-style-type: none"> • Uses relevant and sufficient text support from the resources with accuracy • Uses credible sources • Develops the topic with facts, definitions, and details 	<ul style="list-style-type: none"> • Uses mostly relevant text support but may lack sufficient evidence and/or accurate use • Uses mostly credible sources • Develops the topic with limited facts, definitions, or details 	<ul style="list-style-type: none"> • Does not use relevant or sufficient text support from the resources with accuracy • Uses few to no credible sources • Uses few to no facts, definitions, or details
Language CCSS: ➤ L – 1 ➤ L – 2	<ul style="list-style-type: none"> • Uses correct, purposeful, and varied sentence structures • Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance readability • Utilizes precise and sophisticated word choice 	<ul style="list-style-type: none"> • Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and do not interfere with readability • Utilizes strong and grade-level appropriate word choice 	<ul style="list-style-type: none"> • Uses some correct sentence structures • Demonstrates some grade level appropriate conventions, but errors may interfere with readability • Utilizes vague or basic word choice 	<ul style="list-style-type: none"> • Uses little to no correct sentence structure • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with readability • Utilizes incorrect and/or simplistic word choice