

## Rubric for On-Demand Narrative Writing – Third Grade

Points Score	0-Off Topic Points: 1-16.5		Points: 17-27.5		Points: 28-38.5		Points: 39-44	
Writing on-demand scores are reported on a parent assessment letter sent with report cards. The scores will indicate a student’s general performance in writing to a prompt.								
Standard Score	<b>1 – Area of Concern Grade 1 (1 point)</b>	<b>1.5</b>	<b>2 – Developing Grade 2 (2 points)</b>	<b>2.5</b>	<b>3 – Meeting Grade 3 (3 points)</b>	<b>3.5</b>	<b>4 – Exceeding Grade 4 (4 points)</b>	Score
<i>Rubric adapted from Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project</i>								
STRUCTURE								
<b>Overall</b>	The writer wrote about when she did something.	Mid-level	The writer wrote about one time when he did something.	Mid-level	The writer told the story bit by bit.	Mid-level	The writer wrote the important part of an event bit by bit and took out unimportant parts.	
<b>Lead</b>	The writer tried to make a beginning for his story.	Mid-level	The writer thought about how to write a good beginning and chose a way to start her story. She chose the action, talk, or setting that would make a good beginning.	Mid-level	The writer wrote a beginning in which she helped readers know who the characters were and what the setting was in her story.	Mid-level	The writer wrote a beginning in which she showed what was happening and where, getting readers into the world of the story.	
<b>Transitions</b>	The writer put her pages in order. She used words such as and and then, so, or uses natural transitions.	Mid-level	The writer told the story in order by using words such as when, then, and after or uses natural transitions (or more variety of transitions)	Mid-level	The writer told his story in order by using phrases such as <i>a little later</i> or <i>after that</i> or uses natural transitions.	Mid-level	The writer showed how much time went by with words and phrases that mark time such as just then and suddenly (to show when things happened quickly) or after a while and a little later (to show when a little time passed).	
<b>Ending</b>	The writer found a way to end his story.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending, and worked to write it well.	Mid-level	The writer wrote an ending that connected to the beginning or the middle of the story. The writer used action, dialogue, or feeling to bring her story to a close.	
<b>Organization</b>	The writer wrote her story with a beginning, middle, and end with appropriate detail.	Mid-level	The writer chose 4 or more lines for each part of the story or wrote across several pages.	Mid-level	The writer used paragraphs or skipped lines between story parts to separate what happened first from what happened later (and finally) in his story.	Mid-level	The writer used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.	
DEVELOPMENT								
<b>Elaboration*</b>	The writer uses (show not tell) details in pictures and words to show what is happening with the character.	Mid-level	The writer tried to bring her characters to life with details, talk, and actions.	Mid-level	The writer worked to show what was happening to (and in) her characters.	Mid-level	The writer added more to the heart of her story, including not only actions and dialogue but also thoughts and feelings.	(x2)

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<b>Craft*</b>	The writer used pictures and words to give details.	Mid-level	The writer chose strong words that help readers visualize using show not tell in his story.	Mid-level	The writer not only told his story, but also wrote it in ways that got readers to picture what was happening and that brought his story to life.	Mid-level	The writer showed why characters did what they did by including their thinking. The writer made some parts of the story go quickly, some slowly. The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his story to life. The writer used a storytelling voice and conveyed the emotion or tone of his story through description, phrases, dialogue, and thoughts.	(x2)
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	The writer used all he knew about words and chunks of words (at, op, it, etc.) to help him spell.	Mid-level	To spell a word, the writer used what he knew about spelling patterns (tion, er, ly, etc.).	Mid-level	The writer used what she knew about spelling patterns long vowel/other vowel patterns) to help her spell and edit.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit.	
<b>Punctuation</b>	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as can't and don't, she used the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.	
								Total

\*Elaboration and Craft are double-weighted categories.

Number of Points	Standard Score
1-16.5	Area of Concern
17-27.5	Developing
28-38.5	Meeting
39-44	Exceeding

## Rubric for On-Demand Information Writing – Third Grade

Points Score	0-Off Topic Points: 1-16.5		Points: 17-27.5		Points: 28-38.5		Points: 39-44	
Writing on-demand scores are reported on a parent assessment letter sent with report cards. The scores will indicate a student's general performance in writing to a prompt.								
Standards Score	1 – Area of Concern Grade 1  (1 point)	1.5 pts	2 – Developing Grade 2  (2 points)	2.5 pts	3 – Meeting Grade 3  (3 points)	3.5 pts	4 – Exceeding Grade 4  (4 points)	Score
<i>Rubric adapted from Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project</i>								
STRUCTURE								
Overall	The writer taught her readers about a topic.	Mid-level	The writer taught readers some important points about a subject.	Mid-level	The writer taught readers information about a subject. She put in ideas, observations, and questions.	Mid-level	The writer taught readers different things about a subject. He put facts, details, quotes, and ideas into each part of his writing.	
Lead	The writer named his topic in the beginning and got the readers' attention.	Mid-level	The writer wrote a beginning in which she named a subject and tried to interest readers.	Mid-level	The writer wrote a beginning in which he got readers ready to learn a lot of information about the subject.	Mid-level	The writer hooked her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. She let readers know that she would teach them different things about a subject.	
Transitions	The writer told different parts about her topic on different pages.	Mid-level	The writer used words such as and and also to show he had more to say.	Mid-level	The writer used words to show sequence such as before, after, then, and later. She also used words to show what did not fit such as however and but.	Mid-level	The writer used words in each section that helped the reader understand how one piece of information connected with others. If he wrote the section in sequence, he used words and phrases such as before, later, next, then, and after. If he organized the section in kinds or parts, he used words such as another, also, and for example.	
Ending	The writer wrote an ending.	Mid-level	The writer wrote some sentences or a section at the end to wrap up her place.	Mid-level	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	Mid-level	The writer wrote an ending that reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions, about the subject at the end.	

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<b>Organization</b>	The writer told about her topic part by part.	Mid-level	The writer's writing had different parts. Each part told different information about the topic.	Mid-level	The writer grouped her information into parts. Each part was mostly about one thing that connected to her big topic.	Mid-level	The writer grouped information into sections and used paragraphs and sometimes chapters to separate sections. Each section had information that was mostly about the same thing. He may have used headings and subheadings.	
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer put facts in his writing to teach about his topic.	Mid-level	The writer used different kinds of information in her writing such as facts, definitions, details, steps, and tips.	Mid-level	The writer wrote facts, definitions, details, and observations about his topic and explained some of them.	Mid-level	The writer taught her readers different things about the subject. She chose those subtopics because they were important and interesting. The writer included different kinds of facts and details such as numbers, names, and examples. The writer got her information from talking to people, reading books, and from her own knowledge and observations. The writer made choices about organization. She might have used compare/contrast, cause/ effect, or pro/con. She may have used diagrams, charts, headings, bold words, and definition boxes to help teach her readers.	(x2)
<b>Craft*</b>	The writer used labels and words to give facts.	Mid-level	The writer tried to include the words that showed he was an expert on the subject.	Mid-level	The writer chose expert words to teach readers a lot about the subject. She taught information in a way to interest readers. She may have used drawings, captions, or diagrams.	Mid-level	The writer made deliberate word choices to teach his readers. He may have done this by using and repeating key words about his topic. When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify his points. The writer made choices about which information was best to include or not include. The writer used a teaching tone. To do so, he may have used phrases such as that means . . . , what that really means is . . . , and let me explain. . . .	(x2)

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LANGUAGE CONVENTIONS							
<b>Spelling</b>	The writer used all he knew about words and chunks (at, op, it, etc.) to help him spell.	Mid-level	The writer used what she knew about spelling patterns (tion, er, ly, etc.) to spell a word.	Mid-level	The writer used what he knew about spelling patterns to help him spell and edit.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit.
<b>Punctuation</b>	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	When the writer used words such as can't and don't, he put in the apostrophe.	Mid-level	The writer punctuated dialogue correctly, with commas and quotation marks. The writer put punctuation at the end of every sentence while writing. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct.
							Total

\*Elaboration and Craft are double-weighted categories.

Note that this piece of writing is not about the accuracy of the information but rather the ability to write an informational article using the appropriate form and structure. Students may have misconceptions about some facts regarding the content.

Number of Points	Standard Score
1-16.5	Area of Concern
17-27.5	Developing
28-38.5	Meeting
39-44	Exceeding

## Rubric for On-Demand Opinion Writing – Third Grade

Points Score	0-Off Topic Points: 1-16.5		Points: 17-27.5		Points: 28-38.5		Points: 39-44	
Writing on-demand scores are reported on a parent assessment letter sent with report cards. The scores will indicate a student's general performance in writing to a prompt.								
Standard Score	1 – Area of Concern Grade 1  (1 point)	1.5 pts	2 – Developing Grade 2  (2 points)	2.5 pts	3 – Meeting Grade 3  (3 points)	3.5 pts	4 – Exceeding Grade 4  (4 points)	Score
<i>Rubric developed by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project</i>								
STRUCTURE								
Overall	The writer wrote her opinion or her likes and dislikes and said why.	Mid-level	The writer wrote his opinion or his likes and dislikes and gave reasons for his opinion.	Mid-level	The writer told readers her opinion and ideas on a text or a topic and helped them understand her reasons.	Mid-level	The writer made a claim about a topic or a text and tried to support his reasons.	
Lead	The writer wrote a beginning in which he got readers' attention. He named the topic or text he was writing about and gave his opinion.	Mid-level	The writer wrote a beginning in which she not only gave her opinion, but also set readers up to expect that her writing would try to convince them of it.	Mid-level	The writer wrote a beginning in which he not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about his opinion.	Mid-level	The writer wrote a few sentences to hook his readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information. The writer stated her claim.	
Transitions	The writer said more about her opinion and used words such as and and because.	Mid-level	The writer connected parts of his piece using words such as also, another, and because.	Mid-level	The writer connected her ideas and reasons with her examples using words such as for example and because. she connected one reason or example using words such as also and another.	Mid-level	The writer used words and phrases to glue parts of his piece together. He used phrases such as for example, another example, one time, and for instance to show when he wanted to shift from saying reasons to giving evidence and in addition to, also, and another to show when he wanted to make a new point.	
Ending	The writer wrote an ending for his piece.	Mid-level	The writer wrote an ending in which she reminded readers of her opinion.	Mid-level	The writer worked on an ending, perhaps a thought or comment related to his opinion.	Mid-level	The writer wrote an ending for her piece in which she restated and reflected on her claim, perhaps suggesting an action or response based on what she had written.	
Organization	The writer wrote a part where she got her readers' attention	Mid-level	The writer's piece had different parts; he wrote a	Mid-level	The writer wrote several reasons or examples why readers should agree	Mid-level	The writer separated sections of information using paragraphs.	

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	and a part where she said more.		lot of lines for each part.		with her opinion and wrote at least several sentences about each. The writer organized her information so that each part of her writing was mostly about one thing.			
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer wrote at least one reason for his opinion.	Mid-level	The writer wrote at least two reasons and wrote at least a few sentences about each one.	Mid-level	The writer not only named his reasons to support his opinion, but also wrote more about each one.	Mid-level	The writer gave reasons to support her opinion. She chose the reasons to convince her readers. The writer included examples and information to support her reasons, perhaps from a text, her knowledge, or her life.	(x2)
<b>Craft*</b>	The writer used labels and words to give details.	Mid-level	The writer chose words that would make readers agree with his opinion.	Mid-level	The writer not only told readers to believe her, but also wrote in ways that got them thinking or feeling in certain ways.	Mid-level	The writer made deliberate word choices to convince his readers, perhaps by emphasizing or repeating words that made readers feel emotions. If it felt right to do so, the writer chose precise details and facts to help make his points and used figurative language to draw the readers into his line of thought. The writer made choices about which evidence was best to include or not include to support his points. The writer used a convincing tone.	(x2)
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	The writer used all he knew about words and chunks of words (at, op, it, etc.) to help him spell.	Mid-level	To spell a word, the writer used what she knew about spelling patterns (tion, er, ly, etc.).	Mid-level	The writer used what he knew about word families and spelling rules to help him spell and edit.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit.	
<b>Punctuation</b>	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as can't and don't, he put in the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that	Mid-level	When writing long, complex sentences, the writer used commas to make them clear and correct. The writer used periods to fix his run-on sentences.	

Name \_\_\_\_\_ Date \_\_\_\_\_

					helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.			
								Total

\*Elaboration and Craft are double-weighted categories.

Number of Points	Standard Score
1-16.5	Area of Concern
17-27.5	Developing
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39-44	Exceeding