

Third Grade

Score	Content, Organization, Style
4	<ul style="list-style-type: none"> • Narrows topic and selects relevant details to elaborate • Uses personal experiences, observations and/or research to support opinions and ideas • Uses a variety of transition words and phrases to make connections between and within paragraphs • Writes in a logically organized progression of unified paragraphs • Adjusts voice for different audiences and purposes • Writes a variety of sentence beginnings, structures, types and lengths • Uses precise words (e.g. vivid verbs and specific nouns)
3	<ul style="list-style-type: none"> • Maintains focus on topic and elaborates using details, examples, descriptions and reasons • Uses personal experience and observation to support ideas • Organizes multiple sentences into paragraphs with a logical sequence • Uses transitional words (e.g., afterward, later on, in addition) • Narratives have evident problem and solution • Writes a variety of sentence beginnings, structures, types and lengths • Varies word choice (including descriptive, interesting, and effective words)
2	<ul style="list-style-type: none"> • Writes on topic using some detail and elaboration • Beginning to organize multiple sentences showing beginning, middle and ending in a logical sequence • Groups related ideas and uses transitions (e.g., first, next, after) • Narratives organized chronologically and expository in categories • Beginning to write a variety of sentence beginnings, structures, types and lengths • Uses some descriptive word choice
1	<ul style="list-style-type: none"> • Difficulty in writing on one topic with limited elaboration and details, often listing • Lacks transitions or transitions are simple • Disorganized ideas and details • Uses simple sentences <u>with</u> limited <u>variety of sentence beginnings</u> and length • Limited variety of word choice
0	<ul style="list-style-type: none"> • Response is "I don't know"; response is a question mark (?); response is one word; response is only the title of the prompt; or the prompt is simply recopied

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Third Grade (Continued)

Score	Conventions
2	<ul style="list-style-type: none">• Spells high frequency words• Follows the rules and patterns learned from current and previous grades although may use phonetic spelling for challenging words• Follows capitalization rules including first word in a sentence, proper names, titles, geographic names, and first word inside of quotations• Follows punctuation rules including correct end marks, commas, quotations, and apostrophes• Follows usage rules including pronouns, singular/plural nouns, subject/verb agreement, consistent tense, contractions, and appropriate homonyms• Consistently uses complete sentences without run-togethers or fragments
1	<ul style="list-style-type: none">• Spells many high frequency words• Follows some of rules and patterns learned from current and previous grades and uses some the rules and patterns learned from current and previous grades although uses phonetic spelling for some words• Inconsistent use of capitalization rules including first word in a sentence, proper names, titles, geographic names, and first word inside of quotations• Inconsistent use of punctuation rules including correct end marks, commas, quotations, and apostrophes• Inconsistent use of usage rules including pronouns, singular/plural nouns, subject/verb agreement, consistent tense, contractions, and appropriate homonyms• Generally uses complete sentences may contain a few run-togethers or fragments
0	<ul style="list-style-type: none">• Has difficult spelling high frequency words and following rules and patterns• Has difficulty following capitalization and• Exhibits errors in sentence structure that impede communication• Response is “I don’t know”; response is only the title of the prompt; or the prompt is simply recopied