Grade 3 Writing Rubric

Making a Difference for all Students

Name .... Date ....

Proficient = universal supports
Approaching proficiency = targeted supports
Limited = specialized supports

Beginning Grade 3 Writing Rubric

Use the criteria below to determine whether the student's writing sample is at a proficient, approaching or limited level. This information will identify a starting point for choosing the level of supports needed to enhance this student's success. Select the set of statements that best describe the writing sample.

	Proficient	Approaching proficiency	Limited
Content	☐ • Events, actions and/or ideas are appropriate for the context • Presents a clear main idea • Details are specific and effective and sustain plot • Writing holds the reader's interest	☐ • Events, actions and/or ideas are identified • Main idea is attempted • Details are general • Writing is straightforward	☐ • Is beginning to attempt to use words, symbols and/or pictures to tell brief narratives about own ideas and experiences • Is beginning to approximate writing with scribbles, drawings and/or use of pictures, symbols and/or words
Organization	☐ • Beginning presents information about events, characters and/or setting • Connections and/or relationships between events, actions, details and/or characters are generally maintained • Ending provides an appropriate finish for events and/or actions	☐ • Beginning presents some information about events, characters and/or setting • Some connections and/or relationships between events, actions, details and/or characters is attempted • The ending is clear	☐ • Is beginning to attempt to organize words, symbols and/or pictures in sequence to demonstrate understanding of a story or event

Notes

Grade 3 Writing Rubric

Making a Difference for all Students

Name ....   Date ....

Proficient = universal supports
Approaching proficiency = targeted supports
Limited = specialized supports

	Proficient		Approaching proficiency		Limited	
Sentence structure	☐	• Sentences vary in type and length • Sentence beginnings vary	☐	• There is limited variation in sentence type and/or length • There is limited variation in sentence beginnings	☐	• Is beginning to approximate ordering letters or words into statements • Is beginning to approximate the structuring of simple sentences using words, symbols and/or pictures
Vocabulary	☐	• Words and expressions are descriptive and enhance writing	☐	• Words and expressions are simple • Words chosen are generally appropriate	☐	• Is beginning to attempt to use words, symbols and/or pictures to support/express ideas
Conventions	☐	• End punctuation and capitalization are correct • Familiar words are spelled correctly; spelling errors are "slips" or unfamiliar words spelled phonetically • Errors that are present minimally interfere with meaning	☐	• Attempts end punctuation • Many familiar words are spelled correctly • Errors suggest some control of spelling rules	☐	• Is beginning to demonstrate some awareness of print conventions
Notes						

Alberta Government