

Grade 3 Informational Writing Rubric

W2 CCR Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

	3- Above Grade-Level Expectations * Expectations for the end of 4 th grade	2- Meets Grade-Level Expectations * Expectations for the end of 3 rd grade	1-Approaching Grade-Level Expectations * Expectations for the end of 2 nd grade	0- Below Grade-Level Expectations
Written Expression Development of Ideas	<ul style="list-style-type: none"> Introduce a topic clearly with a controlling idea Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic Include illustrations, and (multimedia)** when useful to aiding comprehension, if applicable <p>(When writing to text, the student response addresses the prompt and demonstrates accurate and full comprehension of the central ideas expressed in the text(s) and references the text explicitly.)</p>	<ul style="list-style-type: none"> Introduce a focused topic Develop the topic with facts, definitions, and details Include illustrations when useful to aiding comprehension, if applicable <p>(When writing to text, the student response demonstrates accurate comprehension of the central ideas expressed in the text(s) and references the text explicitly to address the prompt.)</p>	<ul style="list-style-type: none"> Introduce a topic Use facts and definitions to develop points <p>(When writing to text, the student response makes reference to the topic of the prompt and may reference the text explicitly, but demonstrates limited comprehension of the central ideas expressed in the text(s).)</p>	<ul style="list-style-type: none"> Lacks a topic Lacks facts and definitions to develop points <p>(When writing to text, the student response does not demonstrate comprehension of the ideas expressed in the text(s).)</p>
Written Expression Organization	<ul style="list-style-type: none"> Introduce a topic clearly with a controlling idea with an introductory section or paragraph <i>Draft the body to examine a topic and convey ideas with effectively organized facts, definitions, concrete details, and other information</i> <ul style="list-style-type: none"> Group related information in paragraphs and sections Select appropriate organizational patterns for paragraphs or sections (e.g., list, cause/effect, comparison/contrast, time order) Provide a concluding statement or section related to the information or explanation presented <i>Select and/or create and apply formatting and/or text features and/or multimedia to clarify ideas or information, as necessary</i> Link ideas within categories of information using words and phrases (e.g., another, for example, also, because) <p>(When writing to text, the student response is largely appropriate to task and purpose.)</p>	<ul style="list-style-type: none"> Establishes the focus with a topic sentence related to task and purpose <i>Draft the body to examine a topic with well-organized facts, definitions, and details</i> <ul style="list-style-type: none"> Group related information together Provide a concluding statement or section <i>Identify, select, and/or create supportive text features, as necessary</i> Use linking/transition words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information <p>(When writing to text, the student response is somewhat appropriate to task and purpose.)</p>	<ul style="list-style-type: none"> <i>Develop and write a clear and focused introductory sentence that identifies the topic</i> <i>Organize facts and definitions to write a paragraph or multiple paragraphs related to a topic</i> Provide a concluding statement or section. Use linking/transition words (e.g., because, and, also) <p>(When writing to text, the student response is limited in its appropriateness to the task and purpose.)</p>	<ul style="list-style-type: none"> Lacks an introductory sentence or introductory sentence is unclear Facts and definitions are not organized or facts are lacking Lacks a concluding statement or section Lacks linking words <p>(When writing to text, the student response may not address the prompt and therefore is inappropriate to the task and purpose.)</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Written Expression Clarity</p>	<ul style="list-style-type: none"> Use precise language and domain-specific vocabulary to inform about or explain the topic <i>Apply academic vocabulary to express relationships correctly.</i> <i>Choose words and phrases for effect and to convey ideas precisely</i> Use a variety of sentence types. Choose punctuation for effect 	<ul style="list-style-type: none"> <i>Apply domain-specific vocabulary to clarify information</i> <i>Apply academic vocabulary to express relationships correctly</i> <i>Choose words and phrases for effect</i> Produce simple, compound, and complex sentences. 	<ul style="list-style-type: none"> Use facts and definitions <ul style="list-style-type: none"> Use appropriate vocabulary <i>Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</i> 	<ul style="list-style-type: none"> Lacks facts and definitions and appropriate vocabulary Only simple sentences or Incomplete thoughts and/or sentences
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Knowledge of Language and Conventions</p>	<ul style="list-style-type: none"> There may be a few minor errors in grammar and usage, meaning is clear throughout the response.* 	<ul style="list-style-type: none"> There may be a few distracting errors in grammar and usage, but meaning is clear throughout the response.* 	<ul style="list-style-type: none"> There are multiple distracting errors in grammar and usage that sometimes impede meaning.* 	<ul style="list-style-type: none"> There are frequent distracting errors in grammar and usage that often impede meaning. *

The italics indicate that the wording was taken from the Essential Skills and Knowledge. The bold print indicates the change in expectations. Refer to the [Maryland Common Core Writing Frameworks](#) for additional grade-level expectations. *Please refer to the [MD Common Core Language Frameworks](#) for specific teaching points. ** (Including multimedia is not an expectation for the CCPS Formative Writing Prompt, but should be included in instruction.)

Next Teaching Points: