Informational/Explanatory Text-Based Rubric, Grade 3 Grade Level Standards Refer to End of Year Performance

	Above Grade Level	Achieving Standards (At Grade Level)	Approaching Standards	Developing Standards (Below Grade Level)
Focus/ Information CCSS*: ➢ RIT – 1 ➢ W – 2	• Responds skillfully to all parts of the prompt • Demonstrates a strong understanding of topic/text(s)	• Responds to all parts of the prompt • Demonstrates an understanding of topic/text(s)	• Responds to most parts of the prompt • Demonstrates limited understanding of topic/text(s)	• 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	• 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	• 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	• Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) • Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive) • Attempts to use some simplistic linking words to connect ideas	• 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	• 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	• Uses relevant and sufficient text support from the resources with accuracy • Uses credible sources • Develops the topic with facts, definitions, and details	• 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	• 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	• Uses 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	• Uses correct and varied sentence structures • Demonstrates grade level appropriate conventions; errors are minor and does not interfere with readability • Utilizes strong and grade-level appropriate word choice	• Uses some correct sentence structures • Demonstrates some grade level appropriate conventions, but errors may interfere with readability • Utilizes vague or basic word choice	• Uses little to no correct sentence structure • Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the readability • Utilizes incorrect and/or simplistic word choice

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "RIT" = Reading-Informational Text; "L"= Language strand)