

INFORMATIONAL WRITING RUBRIC

3rd Grade English Language Arts

COMPREHENSION

	1 point	2 points	3 points	4 points
Reading Comprehension (R.I.3.10)	Does not demonstrate comprehension of the text(s) or has misunderstood the text(s).	Demonstrates limited comprehension and may reference the text(s) explicitly.	Demonstrates comprehension by providing mostly accurate explanation/description/ comparison and by referencing the text(s) explicitly.	Demonstrates full comprehension by providing an accurate explanation/description/ comparison and by referencing the text(s) explicitly.

DEVELOPMENT

	1 point	2 points	3 points	4 points
Reading Research (W.3.7, W.3.8)	Does not refer to any text-based details/examples, or references indicate misunderstanding of the text.	Refers to at least one text-based detail and/or example but some of the references are inaccurate or irrelevant to the main reasons.	Refers to more than one text-based detail and/or example from the provided source for each reason or paragraph.	Selects the most relevant text-based details/examples from the provided source(s) to support main ideas for each reason/section.
Elaboration (W.3.2.B)	May copy details directly from the text(s). Does not use information from the text(s) to develop the topic and/or uses information that is inaccurate. May include extraneous information that does not relate to the topic.	Quotes/details may be too long, too frequent, or show an inaccurate interpretation of the text(s). Attempts to develop the topic using facts and details from the text(s), though does so sporadically or ineffectively (i.e. citing evidence or details that do not support a particular point).	Provides a great variety of text evidence, including facts, definitions, and relevant details from the text(s) provided. All information is relevant. Attempts to elaborate on information but often overgeneralizes in explanation or elaboration.	Provides clear and compelling facts, quotations, anecdotes, observations, descriptions, lists, details, and/or definitions to support the topic. Elaborates on sourced information to convey ideas about the topic and how the information supports the topic. Elaboration demonstrates literal and inferential understanding of the text(s). Elaboration also shows insightful synthesis of the text(s).

STRUCTURE

	1 point	2 points	3 points	4 points
Introduction and conclusion(W.3.2.A, W.3.2.D)	Provides no introduction or conclusion.	Provides a brief, formulaic introduction which may include the title of the text(s) and the focus of the explanation. Provides a formulaic concluding statement. Concluding sentence may not relate directly to the information or explanation presented.	Provides a clear introduction which orients the reader to the topic and text references. Provides title and author of the text(s). Provides a related conclusion that connects with the information and explanation.	Provides a compelling introduction which introduces the topic, orients the reader, previews the focus, and provides the title and author of the text(s). Provides a compelling concluding statement that attempts to synthesize the topic and material. Leaves reader with something to think about.
Organization (W.3.2.A, W.3.4)	Provides facts and details but does not group information or does so in a way that is disorganized or unclear. Ideas may be in a list structure. Demonstrates little/no organization.	Groups related information but does not always create sections and paragraphs. Grouping may be formulaic. Attempts to use paragraphs but ideas are not tightly linked within the paragraph. Demonstrates purposeful organization that sometimes is not controlled.	Groups supporting ideas and relevant evidence in paragraph sections. It's clear how each section has been organized. Uses paragraphs with topic sentences, details, and conclusions. Generally demonstrates purposeful and controlled organization.	Creates an organizational structure to show how supporting ideas are connected (headings, illustrations, table of contents). All related information is grouped together. Uses strong paragraphs with compelling topic sentences, tightly connected ideas, and conclusions. Consistently demonstrates purposeful and controlled organization.
Text Features (W.3.2.A, W.3.3.B)	Illustrations, diagrams, and captions are missing.	Attempts to include illustrations, diagrams, and captions, but may not be relevant or connected to details, facts, or definitions from the text(s).	Includes illustrations, diagrams, and captions about relevant facts, details, or definitions from the text(s).	Includes illustrations, diagrams, and captions that clarify, elaborate, or provide additional information about important facts, details, or definitions.
Transitions (L.3.2.C)	Attempts to use transitional words and phrases to connect ideas or reasons: may do so inconsistently, overuse them, or use them inappropriately at times. Transition words may sound formulaic.	Some ideas and reasons are connected using linking words (because, also, another, and, more, but) though many ideas remain unconnected.	Uses transition words and phrases to connect evidence to reasons using phrases like "this shows that." Helps the reader move through the essay with phrases such as "another reason," "the most important reason," etc.	Purposefully uses linking words to show how ideas are logically organized/ordered within a paragraph (chronological order, cause/effect, problem/solution). Transitions purposefully and skillfully glue evidence together.

VOCABULARY

	1 point	2 points	3 points	4 points
Content Vocabulary (L3.3, L3.6)	Does not incorporate precise, Tier Two, or domain-specific vocabulary from the text(s).	Attempts to use precise, Tier Two, and domain-specific vocabulary from the text(s), though terms may be used incorrectly or added without context.	Incorporates precise, Tier Two, and domain-specific vocabulary with a sense of context, demonstrating that the writer grasps the meaning of the terms.	Uses precise, Tier Two, and domain-specific vocabulary from the text(s). Vocabulary is integrated smoothly into writing.

LANGUAGE

	1 point	2 points	3 points	4 points
Knowledge of Language and Conventions (L3.1, L3.2)	<p>Uses simple or formulaic sentences.</p> <p>Subject-verb or pronoun-antecedent agreement is missing.</p> <p>Does not include adjectives of adverbs.</p> <p>Capitalization or punctuation are missing.</p> <p>Multiple spelling mistakes are evident.</p>	<p>Attempts to use simple, compound or complex sentences correctly, but may have errors.</p> <p>Attempts to use correct subject-verb agreement or pronoun-antecedent agreement.</p> <p>Uses simple adjectives or adverbs but may be used incorrectly.</p> <p>Attempts to use capitalization and punctuation correctly, but mistakes are present.</p> <p>Attempts to use conventional spelling and spelling patterns, but mistakes are present.</p>	<p>Use simple, compound, or complex sentences.</p> <p>Sentences have mostly correct subject-verb agreement or pronoun-antecedent agreement.</p> <p>Attempts to use either adjectives or adverbs.</p> <p>Uses capitalization and punctuation correctly.</p> <p>Uses conventional spelling and spelling patterns.</p>	<p>Uses simple, compound, and complex sentences fluidly. (L3.1.I, L3.1.H)</p> <p>Sentences have correct subject-verb and pronoun-antecedent agreement. (L3.1.F, L3.1.E, L3.1.D)</p> <p>Forms and uses adjectives and adverbs, depending on what is being modified. (L3.1.G, L3.1.A)</p> <p>Uses capitalization and punctuation skillfully. (L3.2.A, L3.2.B, L3.2.C, L3.2.D)</p> <p>Uses conventional spelling and spelling patterns correctly. (L3.2.E, L3.2.F)</p>