Grade 3: Informative/Explanatory Writing Rubric *DRAFT*

Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.

	4 - Exceeds	3 - Proficient	2 - Approaching	1 - Beginning
Understanding	Demonstrates a deep understanding of content	Shows a solid understanding of content	Demonstrates a limited understanding of content	Does not demonstrate understanding, or shows a misunderstanding, of content
Organization/ Purpose	Introduces the topic clearly Focus is insightful or compelling	**Introduces the topic** Focus is clear and maintained	Introduction is off topic. Focus may be unclear and/or insufficiently maintained	Introduction is missing Focus is confusing or ambiguous
	Effective or engaging conclusion	**Provides a concluding statement or section**	Conclusion is only weakly related to the information presented.	Conclusion may be missing or off-topic.
	Groups related information in paragraphs and sections	**Groups related information together**	Some organization is evident, but piece contains Frequent extraneous ideas	Ideas seem to be randomly ordered
	Uses a variety of transitional strategies to clarify the relationships between and among ideas	**Uses linking words and phrases to connect ideas within categories of information**	Few transitions used	No transitions used
Evidence/ Elaboration	Well-chosen evidence from the source material effectively develops the topic	**Develops the topic with** accurate **facts, definitions and details**	Topic is insufficiently developed with facts and details; evidence may be imprecise, repetitive or vague.	Supporting facts and details are minimal, irrelevant, absent, in error or incorrectly used
	Formatting, illustrations, or multimedia significantly support comprehension	**Includes illustrations,** *when useful to aiding comprehension*	The purpose of illustrations is unclear	Formatting, illustrations, or multimedia used interfere with comprehension.

*Note: Descriptors in **bold** are taken directly from the CCSS for this grade level. Some of the language used in this rubric has been adapted from the SBAC and PAARC rubrics.*

	Word choice is nuanced and clearly appropriate for the audience and purpose	**Uses precise language and domain-specific vocabulary to inform about or explain the topic**	Uses some domain-specific vocabulary	Uses basic vocabulary, and simple or repetitive sentence structure
Conventions	Few, if any, errors in usage and sentence formation Effective and consistent use of punctuation, capitalization, and spelling	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed Adequate use of punctuation, capitalization, and spelling	Frequent errors in usage may obscure meaning Inconsistent use of punctuation, capitalization, and spelling	Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured

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