### New Paltz Central School District Grade 3 Writing Rubric September/April Common Writing Task

# Name\_\_\_\_\_

## Date \_\_\_\_\_

	4	3	2	1	Score
<u>Meaning</u> – The writing exhibits understanding of the task. <u>Development</u> – The writing shows	The narrative is complete and demonstrates full understanding of the task through details, examples, and connections. Develops ideas fully through elaboration.	The narrative is complete and demonstrates understanding of the task. The narrative is sufficiently developed	The narrative begins to answer the task, but is not complete. Examples and details are weakly connected	The narrative does not address the task. The narrative does not provide details.	score
elaboration of ideas, using specific details.	Takes an idea and extends it through effective use of relevant and accurate examples to support ideas.	to respond to the task, with some elaboration. Includes some details that are general, brief, or obvious.	or irrelevant.		
<u>Organization</u> – The writing exhibits direction, shape, and coherence.	Establishes and maintains a clear focus, with a logical, coherent sequence of ideas through the use of appropriate transitions.	The narrative is well organized, with a clear beginning, middle, and ending. Transitions are attempted.	The beginning, middle, and ending all run together. The order of events is unclear. Strays from topic.	Ideas are not connected. Shows little or no attempt to establish a sequential order.	
Language Use – The writing shows awareness of audience and purpose through effective use of word choice.	The personal voice creates interest in the narrative. Descriptive words are used to create vivid images.	A voice can be heard. Consideration of word choice is evident.	The voice is weak. General and overused words do not create a clear picture.	The voice shows no involvement in the narrative. Dialogue is needed. Word choice has not been considered.	
<u>Conventions</u> – The writing shows appropriate use of handwriting, punctuation, grammar, spelling, sentence structure and sentence variety.	Grammar, spelling, and punctuation are essentially error free. Uses varied sentence structure and length.	Grammar, spelling, and punctuation have some errors. Uses some sentence variety.	Grammar, spelling, and punctuation have many errors. Little use of sentence variety.	Grammar, spelling, and punctuation have numerous errors which interfere with understanding. Uses very little or no sentence variety.	

## New Paltz Central School District Third Grade Writing Rubric Fiction

Name\_\_\_\_\_\_

Date \_\_\_\_\_

	4	3	2	1	Score
<u>Meaning -</u> The writing exhibits understanding of the task. <u>Development –</u> The writing shows elaboration of ideas, using specific details.	Shows a clear understanding of the genre and its elements. Characters are well developed. There is a compelling lead that immediately catches the reader's attention. The ending gives the reader a sense of closure and resolution.	Shows some understanding of the genre and its elements. Characters are somewhat developed. The lead is developed appropriately. The ending provides closure.	Makes an attempt to address the genre. Characters are minimally developed. There is little evidence of a lead and/or an ending.	Does not address the genre. Characters are not developed. There is no evidence of a lead or ending.	
Organization – The writing exhibits direction, shape, and coherence.	The story maintains a clear focus. There is a clear beginning, middle, and end. Student makes appropriate use of transitions. Uses vivid language	The story maintains a general focus. There is a clear beginning and end. The middle is less developed. Student makes some use of transitions. Exhibits some use of	There is some attempt at organization, but the focus is not maintained. Exhibits little use of	The story shows little or no organization or focus.	
The writing shows awareness of audience and purpose through effective use of words, sentence structure, and sentence variety.	and writer's voice is strong. Uses sophisticated vocabulary. Uses varied sentence structure and length.	writer's voice. Uses some sentence variety.	writer's voice. Uses simple vocabulary. Little use of sentence variety.	voice. Uses minimal vocabulary. Uses very little or no sentence variety.	
<u>Conventions –</u> The writing shows appropriate use of handwriting, punctuation, grammar, and spelling.	Grammar, spelling, and punctuation are essentially error free.	Grammar, spelling, and punctuation have some errors.	Grammar, spelling, and punctuation have many errors.	Grammar, spelling, and punctuation have numerous errors which interfere with understanding.	
(Intentionally left blank for teacher specific criteria)					

<u>Comments</u>

## New Paltz Central School District Third Grade Writing Rubric Persuasive

Name	Date				
	4	3	2	1	Score
<u>Introduction</u>	The introduction provides a clear, strong statement of the author's position on the topic.	The introduction provides a clear statement of the author's position on the topic.	An introduction is present, but does not make the author's position clear.	There is no introductory statement.	
<u>Evidence and</u> <u>Examples</u>	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the author's position.	At least one of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the author's position.	Evidence and examples are not relevant and/or are not explained.	
Closing paragraph	The conclusion is strong and leaves the reader solidly understanding the writer's position.	The conclusion clearly restates the author's position.	The conclusion is unclear and/or does not restate the author's position.	There is no conclusion - the paper just ends.	
<u>Conventions</u> – The writing shows appropriate use of handwriting, punctuation, grammar, and spelling.	Grammar, spelling, and punctuation are essentially error free. Uses varied sentence structure and length.	Grammar, spelling, and punctuation have some errors. Uses some sentence variety.	Grammar, spelling, and punctuation have many errors. Little use of sentence variety.	Grammar, spelling, and punctuation have numerous errors which interfere with understanding. Uses very little or no sentence variety.	

## New Paltz Central School District Third Grade Writing Rubric Poetry

Name	Date				
	4	3	2	1	Score
Language Use –	Writer uses vivid	Writer uses vivid	Writer uses words	Writer uses a	
The writing shows	words and phrases	words and phrases	that communicate	limited vocabulary	
awareness of	that linger or draw	that linger or draw	clearly, but the	that does not	
audience and	pictures in the	pictures in the	writing lacks	communicate	
purpose through	reader's mind.	reader's mind.	variety, punch or	strongly or capture	
effective use of	Writer revised for	Writer revised	flair. Writer revised	the reader's	
words, sentence	word choice.	some for word	for word choice	interest. Writer did	
structure, and		choice.	once or twice.	not revise for word	
sentence variety.				choice.	
Organization – The	Writer has revised	Writer has revised	Writer has some	Writer does not use	
writing exhibits	for line breaks and	for line breaks	line breaks that do	line breaks.	
direction, shape,	uses line breaks to	somewhat and	not contribute to		
and coherence.	help the meaning of	some of the line	the meaning of the		
	his or her poem.	breaks contribute	poem.		
		to the meaning of			
		the poem.			

## New Paltz Central School District Third Grade Writing Rubric Report Writing

Date \_\_\_\_\_

Name\_\_\_\_\_

	4	3	2	1	Score
<u> Development –</u>	Information	All necessary	Some necessary	So much important	
The writing shows	beyond what is	information is	information is left	information is left	
elaboration of	required or	included.	out and/or some	out that there is	
ideas, using specific	expected is		irrelevant	very little likelihood	
details.	included.		information is	that the reader can	
			included. These	understand the	
			faults are serious	presentation.	
			enough to detract		
			from the overall		
			effectiveness of the		
			presentation.		
Organization –	The information is	Details are	Some attempt to	There is no	
The writing exhibits	organized	arranged in an	order information	apparent order.	
direction, shape,	creatively, which	order that the	has been made,	Writing rambles	
and coherence.	enhances the	reader can follow;	but the sequence is	and/or is confusing	
	presentation.	clear transition	difficult to follow.	to the reader.	
		between steps;			
		overall			
		presentation is			
		coherent.			
<u>Language Use –</u>	Word choice	Words chosen are	Some of the words	So many wrong or	
The writing shows	enhances the	clear, accurate, and	used are	ambiguous words	
awareness of	presentation. Uses	appropriate. Uses	ambiguous,	are used that	
audience and	varied sentence	some sentence	inaccurate, vague,	meaning of the	
purpose through	structure and	variety.	or redundant,	message is	
effective use of	length.		detracting from the	impossible to	
words, sentence			overall	follow. Uses very	
structure, and			effectiveness of the	little or no	
sentence variety.			writing. Little use	sentence variety.	
			of sentence variety.		
Conventions –	Grammar, spelling,	Grammar, spelling,	Grammar, spelling,	Grammar, spelling,	
The writing shows	and punctuation	and punctuation	and punctuation	and punctuation	
appropriate use of	are essentially	have some errors.	have many errors.	have numerous	
handwriting,	error free.			errors which	
punctuation,				interfere with	
grammar, and				understanding.	
spelling.					

# New Paltz Central School District Third Grade Writing Rubric Literary Response

Name	Date				
	4	3	2	1	Score
Meaning- The writing exhibits understanding of the task.	The response fulfills all requirements of the task and addresses the topic fully, using genre specific details or examples. The response shows good insight.	The response fulfills requirements of the task and makes a good attempt to address the topic with some success.	The response fulfills some of the requirements of the task and attempts the topic, but cannot maintain it.	Does not fulfill the requirements and/or address the topic.	
<u>Development –</u> The writing shows elaboration of ideas, using specific details.	Develops ideas fully with elaboration. Supports explanations with evidence from the text.	Sufficiently develops ideas with elaboration. Uses relevant evidence from the text.	Ideas are not fully developed. Provides few examples or details from the text.	Response is not developed. Details from text are not used.	
Organization – The writing exhibits direction, shape, and coherence.	Main idea is evident. The beginning, middle, and ending are well developed. Ideas are supported, logical, and coherent.	Main idea is evident. The organization pattern fits the topic and purpose. Follows a logical sequence.	May attempt to establish a focus, but includes some irrelevant details. Main idea not evident.	Displays lack of focus. Shows little or no organization.	
Language Use – The writing shows awareness of audience and purpose through effective use of words, sentence structure, and sentence variety.	The word choice, including the use of literary terms, creates a clear message. Uses complex sentences. Uses varied sentence structure and length.	Some complex sentences are used. Some variation in vocabulary. Uses some sentence variety.	Simple sentences and basic vocabulary are used. Little use of sentence variety.	Incomplete sentences and repetitive vocabulary are used. Uses very little or no sentence variety.	
<u>Conventions</u> – The writing shows appropriate use of handwriting, punctuation, grammar, and spelling.	Grammar, spelling, and punctuation are essentially error free.	Grammar, spelling, and punctuation have some errors.	Grammar, spelling, and punctuation have many errors.	Grammar, spelling, and punctuation have numerous errors which interfere with understanding.	

### New Paltz Central School District Grades 3 Writing Rubric Personal Narrative

#### Name\_\_\_\_\_

Date \_\_\_\_\_

	4	3	2	1	Score
<u>Meaning</u> –	The narrative is	The narrative is	The narrative begins	The narrative does	
The writing exhibits	complete and	complete and	to answer the task,	not address the task.	
understanding of the	demonstrates full	demonstrates	but is not complete.		
task.	understanding of the	understanding of the			
	task through details,	task.			
	examples, and				
	connections.				
<u>Development</u> –	Develops ideas fully	The narrative is	Examples and details	The narrative does	
The writing shows	through elaboration.	sufficiently developed	are weakly connected	not provide details.	
elaboration of ideas,	Takes an idea and	to respond to the	or irrelevant.		
using specific details.	extends it through	task, with some			
	effective use of	elaboration. Includes			
	relevant and accurate	some details that are			
	examples to support	general, brief, or			
	ideas.	obvious.			
<u>Organization</u> –	Establishes and	The narrative is well	The beginning,	Ideas are not	
The writing exhibits	maintains a clear	organized, with a clear	middle, and ending all	connected. Shows	
direction, shape, and	focus, with a logical,	beginning, middle,	run together. The	little or no attempt to	
coherence.	coherent sequence of	and ending.	order of events is	establish a sequential	
	ideas through the use	Transitions are	unclear. Strays from	order.	
	of appropriate	attempted.	topic.		
	transitions.				
<u>Language Use</u> –	The personal voice	A voice can be heard.	The voice is weak.	The voice shows no	
The writing shows	creates interest in the	Consideration of word	General and overused	involvement in the	
awareness of	narrative. Descriptive	choice is evident.	words do not create a	narrative. Dialogue is	
audience and purpose	words are used to	Uses some sentence	clear picture. Little	needed. Word choice	
through effective use	create vivid images.	variety.	use of sentence	has not been	
of word sentence	Uses varied sentence		variety.	considered. Uses very	
structure, and	structure and length.			little or no sentence	
sentence variety.				variety.	
Conventions –	Grammar, spelling,	Grammar, spelling,	Grammar, spelling,	Grammar, spelling,	
The writing shows	and punctuation are	and punctuation have	and punctuation have	and punctuation have	
appropriate use of	essentially error free.	some errors.	many errors.	numerous errors	
handwriting,				which interfere with	
punctuation,				understanding.	
grammar, and					
spelling.					