

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.	The narrative is complete and demonstrates full understanding of the task through details, examples, and connections.	The narrative is complete and demonstrates understanding of the task.	The narrative begins to answer the task, but is not complete.	The narrative does not address the task.	
<u>Development</u> – The writing shows elaboration of ideas, using specific details.	Develops ideas fully through elaboration. Takes an idea and extends it through effective use of relevant and accurate examples to support ideas.	The narrative is sufficiently developed to respond to the task, with some elaboration. Includes some details that are general, brief, or obvious.	Examples and details are weakly connected or irrelevant.	The narrative does not provide details.	
<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.	
<u>Language Use</u> – 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.	

Comments

**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.	Shows a clear understanding of the genre and its elements.	Shows some understanding of the genre and its elements.	Makes an attempt to address the genre.	Does not address the genre.	
<u>Development –</u> The writing shows elaboration of ideas, using specific details.	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.	Characters are somewhat developed. The lead is developed appropriately. The ending provides closure.	Characters are minimally developed. There is little evidence of a lead and/or an ending.	Characters are not developed. There is no evidence of a lead or ending.	
<u>Organization –</u> 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.	The story maintains a general focus. There is a clear beginning and end. The middle is less developed. Student makes some use of transitions.	There is some attempt at organization, but the focus is not maintained.	The story shows little or no organization or focus.	
<u>Language Use –</u> The writing shows awareness of audience and purpose through effective use of words, sentence structure, and sentence variety.	Uses vivid language and writer’s voice is strong. Uses sophisticated vocabulary. Uses varied sentence structure and length.	Exhibits some use of writer’s voice. Uses some sentence variety.	Exhibits little use of writer’s voice. Uses simple vocabulary. Little use of sentence variety.	No use of writer’s 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)					

Comments

**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 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.	
<u>Closing paragraph</u>	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.	

Comments

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

Name _____

Date _____

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

Comments

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

Name _____

Date _____

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

Comments

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

Name _____

Date _____

	4	3	2	1	Score
<u>Meaning-</u> 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.	
<u>Organization –</u> 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.	
<u>Language Use –</u> 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.	

Comments

New Paltz Central School District
Grades 3
Writing Rubric
Personal Narrative

Name _____

Date _____

	4	3	2	1	Score
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<u>Development</u> – The writing shows elaboration of ideas, using specific details.	Develops ideas fully through elaboration. Takes an idea and extends it through effective use of relevant and accurate examples to support ideas.	The narrative is sufficiently developed to respond to the task, with some elaboration. Includes some details that are general, brief, or obvious.	Examples and details are weakly connected or irrelevant.	The narrative does not provide details.	
<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.	
<u>Language Use</u> – The writing shows awareness of audience and purpose through effective use of word sentence structure, and sentence variety.	The personal voice creates interest in the narrative. Descriptive words are used to create vivid images. Uses varied sentence structure and length.	A voice can be heard. Consideration of word choice is evident. Uses some sentence variety.	The voice is weak. General and overused words do not create a clear picture. Little use of sentence variety.	The voice shows no involvement in the narrative. Dialogue is needed. Word choice has not been considered. 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.	

Comments