

## GRADE 3 PROMPT RUBRIC

Domains and Features	4 Consistent control (but not perfect)	3 Reasonable control (some features better controlled than others)	2 Inconsistent control (control of several features but not of others)	1 Little or no control
<p><b>Composing</b> Focus Organization Development Structure: Narrative or Expository</p>	<ul style="list-style-type: none"> <li>• Clear, focused central idea</li> <li>• Clear purpose for writing</li> <li>• Idea developed with many details connected to the topic</li> <li>• Organized with related information chunked into at least two paragraphs</li> <li>• Paragraphs each have a main idea and related details</li> <li>• Clear how paragraphs are related</li> <li>• Has clear beginning, middle, and end</li> </ul>	<ul style="list-style-type: none"> <li>• Clear purpose for writing</li> <li>• Uses sufficient supporting details; however, may lack some development</li> <li>• Relationship of ideas is usually clearly connected to the topic</li> <li>• Related information chunked in to at least two paragraphs</li> <li>• Paragraphs each have main idea</li> <li>• At least two paragraphs, but may be short</li> <li>• Has beginning, middle, and end</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose is somewhat clear</li> <li>• Simple ideas</li> <li>• General statements; not enough details to clarify</li> <li>• May be just the skeleton of a story or a list of information or</li> <li>• Too much detail that does not hold focus</li> <li>• Some ideas may not be connected to the topic or hard to follow</li> <li>• Some attempt to keep related information together</li> <li>• May be one long paragraph</li> <li>• Some evidence of a beginning, middle, and end</li> </ul>	<ul style="list-style-type: none"> <li>• Little or no focus; unclear purpose</li> <li>• May list information, but does not develop ideas</li> <li>• Few simple ideas</li> <li>• No supporting detail</li> <li>• One weak paragraph</li> <li>• Unclear relationship of ideas</li> <li>• Jumps from idea to idea, may return to an earlier idea or</li> <li>• Strings ideas together with <i>then...then...then</i></li> <li>• May just stop: no closing</li> </ul>
<p><b>Written Expression</b> Vocabulary Descriptive Language Sentence Rhythm Voice</p>	<ul style="list-style-type: none"> <li>• Use of language captures the reader's interest</li> <li>• Developed vocabulary is effective and engaging</li> <li>• Stretches vocabulary to clarify and create a picture</li> <li>• Sentences flow; connection between sentences is clear</li> <li>• Varies sentence patterns and beginnings</li> <li>• Writer's voice is clearly present</li> </ul>	<ul style="list-style-type: none"> <li>• Uses strong verbs and adjectives</li> <li>• Uses descriptive language</li> <li>• Strong grade-level vocabulary</li> <li>• Varies sentence beginnings and length</li> <li>• Several kinds of sentences are used</li> <li>• Sentences flow occasionally interrupted by awkward sentence structure</li> <li>• Writer's voice present some time</li> </ul>	<ul style="list-style-type: none"> <li>• Anemic, ordinary, vague words</li> <li>• Little to no descriptive vocabulary</li> <li>• Little variety of vocabulary</li> <li>• Sentences short and choppy, repetitive, awkwardly written, and/or go on and on and on</li> <li>• Little sense of writer's voice</li> </ul>	<ul style="list-style-type: none"> <li>• General, overused words</li> <li>• Uses same words repeatedly</li> <li>• Weak, limited vocabulary/below grade level</li> <li>• Sentences difficult to read/follow: awkwardly written, unclear or monotonous in structure</li> <li>• No sense of the writer's voice</li> </ul>
<p><b>Usage/Mechanics</b> Sentence Formation Grammar Usage Spelling/Punctuation/Capitalization</p>	<ul style="list-style-type: none"> <li>• Sentences are complete</li> <li>• Punctuates and capitalizes sentences appropriately</li> <li>• Makes almost no errors in spelling</li> <li>• Demonstrates competence in grade-level usage skills, especially, verb tense, and pronoun usage</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are complete</li> <li>• Punctuates and capitalizes sentences appropriately</li> <li>• Paragraphs to show progression of ideas</li> <li>• Clear application of spelling strategies/rules, though may be errors</li> <li>• Usage errors relate to more complex conventions</li> </ul>	<ul style="list-style-type: none"> <li>• Incomplete sentences don't interfere with the message</li> <li>• Punctuation and capitalization errors don't distract from the meaning</li> <li>• Does not paragraph to show change of topic</li> <li>• Spelling errors don't overwhelm the paper but do "pepper" the piece</li> <li>• Makes common usage errors, especially pronoun and verb tense</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling, usage, and mechanics errors overwhelm paper</li> </ul>