

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Rubric for Opinion Writing—Third Grade

|                    | Grade 1<br>(1 POINT)   | 1.5 PTS   | Grade 2<br>(2 POINTS)   | 2.5 PTS   | Grade 3<br>(3 POINTS)   | 3.5 PTS   | Grade 4<br>(4 POINTS)  | SCORE |
|--------------------|--|-----------|---|-----------|---|-----------|--|-------|
| <b>STRUCTURE</b>   |  |           |   |           |   |           |  |       |
| <b>Overall</b>     | The writer wrote her opinion or her likes and dislikes and said why.   | Mid-level | The writer wrote his opinion or his likes and dislikes and gave reasons for his opinion.  | Mid-level | The writer told readers her opinion and ideas on a text or a topic and helped them understand her reasons.  | Mid-level | The writer made a claim about a topic or a text and tried to support his reasons.  |       |
| <b>Lead</b>        | The writer wrote a beginning in which he got readers' attention. He named the topic or text he was writing about and gave his opinion. | Mid-level | The writer wrote a beginning in which she not only gave her opinion, but also set readers up to expect that her writing would try to convince them of it. | Mid-level | The writer wrote a beginning in which he not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about his opinion.                              | Mid-level | The writer wrote a few sentences to hook his readers, perhaps by asking a question, explaining why the topic mattered, telling a surprising fact, or giving background information.<br>The writer stated her claim.  |       |
| <b>Transitions</b> | The writer said more about her opinion and used words such as <i>and</i> and <i>because</i> .  | Mid-level | The writer connected parts of his piece using words such as <i>also</i> , <i>another</i> , and <i>because</i> .   | Mid-level | The writer connected her ideas and reasons with her examples using words such as <i>for example</i> and <i>because</i> . She connected one reason or example using words such as <i>also</i> and <i>another</i> . | Mid-level | The writer used words and phrases to glue parts of his piece together. He used phrases such as <i>for example</i> , <i>another example</i> , <i>one time</i> , and <i>for instance</i> to show when he wanted to shift from saying reasons to giving evidence and <i>in addition to</i> , <i>also</i> , and <i>another</i> to show when he wanted to make a new point. |       |
| <b>Ending</b>      | The writer wrote an ending for his piece.  | Mid-level | The writer wrote an ending in which she reminded readers of her opinion.  | Mid-level | The writer worked on an ending, perhaps a thought or comment related to his opinion.  | Mid-level | The writer wrote an ending for her piece in which she restated and reflected on her claim, perhaps suggesting an action or response based on what she had written.   |       |

|                          | Grade 1<br>(1 POINT)   | 1.5 PTS   | Grade 2<br>(2 POINTS)  | 2.5 PTS   | Grade 3<br>(3 POINTS)   | 3.5 PTS   | Grade 4<br>(4 POINTS)   | SCORE  |
|--------------------------|--|-----------|--|-----------|---|-----------|---|--------|
| <b>STRUCTURE (cont.)</b> |  |           |  |           |   |           |   |        |
| <b>Organization</b>      | The writer wrote a part where she got her readers' attention and a part where she said more. | Mid-level | The writer's piece had different parts; he wrote a lot of lines for each part.           | Mid-level | The writer wrote several reasons or examples why readers should agree with her opinion and wrote at least several sentences about each reason.<br><br>The writer organized her information so that each part of her writing was mostly about one thing. | Mid-level | The writer separated sections of information using paragraphs.  |        |
|                          |  |           |  |           |   |           |   | TOTAL: |
| <b>DEVELOPMENT</b>       |  |           |  |           |   |           |   |        |
| <b>Elaboration*</b>      | The writer wrote at least one reason for his opinion.  | Mid-level | The writer wrote at least two reasons and wrote at least a few sentences about each one. | Mid-level | The writer not only named his reasons to support his opinion, but also wrote more about each one.   | Mid-level | The writer gave reasons to support her opinion. She chose the reasons to convince her readers.<br><br>The writer included examples and information to support her reasons, perhaps from a text, her knowledge, or her life. | (x2)   |

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

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|-----------------------------|---|-----------|---|-----------|--|-----------|--|--------|
| <b>DEVELOPMENT (cont.)</b>  |   |           |   |           |  |           |  |        |
| <b>Craft*</b>               | The writer used labels and words to give details.   | Mid-level | The writer chose words that would make readers agree with his opinion.  | Mid-level | The writer not only told readers to believe her, but also wrote in ways that got them thinking or feeling in certain ways.   | Mid-level | <p>The writer made deliberate word choices to convince his readers, perhaps by emphasizing or repeating words that made readers feel emotions.</p> <p>If it felt right to do so, the writer chose precise details and facts to help make his points and used figurative language to draw the readers into his line of thought.</p> <p>The writer made choices about which evidence was best to include or not include to support his points.</p> <p>The writer used a convincing tone.</p> | (x2)   |
|                             |   |           |   |           |  |           |  | TOTAL: |
| <b>LANGUAGE CONVENTIONS</b> |   |           |   |           |  |           |  |        |
| <b>Spelling</b>             | <p>The writer used all he knew about words and chunks of words (<i>at, op, it, etc.</i>) to help him spell.</p> <p>The writer spelled all the word wall words right and used the word wall to help him spell other words.</p> | Mid-level | <p>To spell a word, the writer used what she knew about spelling patterns (<i>tion, er, ly, etc.</i>).</p> <p>The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.</p> | Mid-level | <p>The writer used what he knew about word families and spelling rules to help him spell and edit.</p> <p>The writer got help from others to check his spelling and punctuation before he wrote his final draft.</p> | Mid-level | The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.  |        |

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|                              | Grade 1<br>(1 POINT)  | 1.5 PTS   | Grade 2<br>(2 POINTS)   | 2.5 PTS   | Grade 3<br>(3 POINTS)  | 3.5 PTS   | Grade 4<br>(4 POINTS)  | SCORE  |
|------------------------------|---|-----------|---|-----------|--|-----------|--|--------|
| LANGUAGE CONVENTIONS (cont.) |   |           |   |           |  |           |  |        |
| <b>Punctuation</b>           | The writer ended sentences with punctuation.<br>The writer used a capital letter for names.<br>The writer used commas in dates and lists. | Mid-level | The writer used quotation marks to show what characters said.<br>When the writer used words such as <i>can't</i> and <i>don't</i> , he put in the apostrophe. | Mid-level | The writer punctuated dialogue correctly with commas and quotation marks.<br>While writing, the writer put punctuation at the end of every sentence.<br>The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another. | Mid-level | When writing long, complex sentences, the writer used commas to make them clear and correct.<br>The writer used periods to fix his run-on sentences. |        |
|                              |   |           |   |           |  |           |  | TOTAL: |

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

#### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

| Number of Points | Scaled Score |
|------------------|--------------|
| 1–11             | 1            |
| 11.5–16.5        | 1.5          |
| 17–22            | 2            |
| 22.5–27.5        | 2.5          |
| 28–33            | 3            |
| 33.5–38.5        | 3.5          |
| 39–44            | 4            |

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Information Writing—Third Grade

|                    | Grade 1<br>(1 POINT)  | 1.5 PTS   | Grade 2<br>(2 POINTS)  | 2.5 PTS   | Grade 3<br>(3 POINTS)   | 3.5 PTS   | Grade 4<br>(4 POINTS)   | SCORE |
|--------------------|---|-----------|--|-----------|---|-----------|---|-------|
| <b>STRUCTURE</b>   |   |           |  |           |   |           |   |       |
| <b>Overall</b>     | The writer taught her readers about a topic.                                | Mid-level | The writer taught readers some important points about a subject.                         | Mid-level | The writer taught readers information about a subject. She put in ideas, observations, and questions.   | Mid-level | The writer taught readers different things about a subject. He put facts, details, quotes, and ideas into each part of his writing.   |       |
| <b>Lead</b>        | The writer named his topic in the beginning and got the readers' attention. | Mid-level | The writer wrote a beginning in which she named a subject and tried to interest readers. | Mid-level | The writer wrote a beginning in which he got readers ready to learn a lot of information about the subject.   | Mid-level | The writer hooked her readers by explaining why the subject mattered, telling a surprising fact, or giving a big picture. She let readers know that she would teach them different things about a subject.  |       |
| <b>Transitions</b> | The writer told different parts about her topic on different pages.         | Mid-level | The writer used words such as <i>and</i> and <i>also</i> to show he had more to say.     | Mid-level | The writer used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . She also used words to show what did not fit such as <i>however</i> and <i>but</i> . | Mid-level | The writer used words in each section that helped the reader understand how one piece of information connected with others. If he wrote the section in sequence, he used words and phrases such as <i>before</i> , <i>later</i> , <i>next</i> , <i>then</i> , and <i>after</i> . If he organized the section in kinds or parts, he used words such as <i>another</i> , <i>also</i> , and <i>for example</i> . |       |
| <b>Ending</b>      | The writer wrote an ending.   | Mid-level | The writer wrote some sentences or a section at the end to wrap up her piece.            | Mid-level | The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.   | Mid-level | The writer wrote an ending that reminded readers of her subject and may either have suggested a follow-up action or left readers with a final insight. She added her thoughts, feelings, and questions about the subject at the end.  |       |

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|--------------------------|---|-----------|---|-----------|--|-----------|--|--------|
| <b>STRUCTURE (cont.)</b> |   |           |   |           |  |           |  |        |
| <b>Organization</b>      | The writer told about her topic part by part.                 | Mid-level | The writer's writing had different parts. Each part told different information about the topic.                     | Mid-level | The writer grouped her information into parts. Each part was mostly about one thing that connected to her big topic. | Mid-level | The writer grouped information into sections and used paragraphs and sometimes chapters to separate sections. Each section had information that was mostly about the same thing. He may have used headings and subheadings.  |        |
|                          |   |           |   |           |  |           |  | TOTAL: |
| <b>DEVELOPMENT</b>       |   |           |   |           |  |           |  |        |
| <b>Elaboration*</b>      | The writer put facts in his writing to teach about his topic. | Mid-level | The writer used different kinds of information in her writing such as facts, definitions, details, steps, and tips. | Mid-level | The writer wrote facts, definitions, details, and observations about his topic and explained some of them.           | Mid-level | <p>The writer taught her readers different things about the subject. She chose those subtopics because they were important and interesting.</p> <p>The writer included different kinds of facts and details such as numbers, names, and examples.</p> <p>The writer got her information from talking to people, reading books, and from her own knowledge and observations.</p> <p>The writer made choices about organization. She might have used compare/contrast, cause/effect, or pro/con. She may have used diagrams, charts, headings, bold words, and definition boxes to help teach her readers.</p> | (x2)   |

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|                             | Grade 1<br>(1 POINT)   | 1.5 PTS   | Grade 2<br>(2 POINTS)  | 2.5 PTS   | Grade 3<br>(3 POINTS)   | 3.5 PTS   | Grade 4<br>(4 POINTS)  | SCORE  |
|-----------------------------|--|-----------|--|-----------|---|-----------|--|--------|
| <b>DEVELOPMENT (cont.)</b>  |  |           |  |           |   |           |  |        |
| <b>Craft*</b>               | The writer used labels and words to give facts.  | Mid-level | The writer tried to include the words that showed he was an expert on the subject.   | Mid-level | The writer chose expert words to teach readers a lot about the subject. She taught information in a way to interest readers. She may have used drawings, captions, or diagrams.   | Mid-level | The writer made deliberate word choices to teach his readers. He may have done this by using and repeating key words about his topic.<br><br>When it felt right to do so, the writer chose interesting comparisons and used figurative language to clarify his points.<br><br>The writer made choices about which information was best to include or not include.<br><br>The writer used a teaching tone. To do so, he may have used phrases such as <i>that means . . .</i> , <i>what that really means is . . .</i> , and <i>let me explain. . .</i> | (x2)   |
|                             |  |           |  |           |   |           |  | TOTAL: |
| <b>LANGUAGE CONVENTIONS</b> |  |           |  |           |   |           |  |        |
| <b>Spelling</b>             | The writer used all he knew about words and chunks ( <i>at, op, it, etc.</i> ) to help him spell. The writer spelled the word wall words right and used the word wall to help him spell other words. | Mid-level | The writer used what she knew about spelling patterns ( <i>tion, er, ly, etc.</i> ) to spell a word. The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words. | Mid-level | The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft. The writer got help from others to check his spelling and punctuation before he wrote his final draft. | Mid-level | The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries to help her when needed.  |        |

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|-------------------------------------|---|-----------|---|-----------|--|-----------|--|--------|
| <b>LANGUAGE CONVENTIONS (cont.)</b> |   |           |   |           |  |           |  |        |
| <b>Punctuation</b>                  | The writer ended sentences with punctuation.<br>The writer used a capital letter for names.<br>The writer used commas in dates and lists. | Mid-level | The writer used quotation marks to show what characters said.<br>When the writer used words such as <i>can't</i> and <i>don't</i> , he put in the apostrophe. | Mid-level | The writer punctuated dialogue correctly, with commas and quotation marks.<br>The writer put punctuation at the end of every sentence while writing.<br>The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another. | Mid-level | When writing long, complex sentences, the writer used commas to make them clear and correct. |        |
|                                     |   |           |   |           |  |           |  | TOTAL: |

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|------------------|--------------|
| 1–11             | 1            |
| 11.5–16.5        | 1.5          |
| 17–22            | 2            |
| 22.5–27.5        | 2.5          |
| 28–33            | 3            |
| 33.5–38.5        | 3.5          |
| 39–44            | 4            |



**Name:**

**Date:**

## Rubric for Narrative Writing—Third Grade

[illegible]

|                             | Grade 1<br>(1 POINT)   | 1.5 PTS   | Grade 2<br>(2 POINTS)  | 2.5 PTS   | Grade 3<br>(3 POINTS)  | 3.5 PTS   | Grade 4<br>(4 POINTS)  | SCORE  |
|-----------------------------|--|-----------|--|-----------|--|-----------|--|--------|
| <b>DEVELOPMENT</b>          |  |           |  |           |  |           |  |        |
| <b>Elaboration*</b>         | The writer put the picture from his mind onto the page. He had details in pictures and words.  | Mid-level | The writer tried to bring her characters to life with details, talk, and actions.  | Mid-level | The writer worked to show what happened to (and in) his characters.  | Mid-level | The writer added more to the heart of her story, including not only actions and dialogue but also thoughts and feelings.   | (×2)   |
| <b>Craft*</b>               | The writer used labels and words to give details.  | Mid-level | The writer chose strong words that would help readers picture his story.   | Mid-level | The writer not only told her story, but also wrote it in ways that got readers to picture what was happening and that brought her story to life.   | Mid-level | The writer showed <i>why</i> characters did what they did by including their thinking.<br><br>The writer made some parts of the story go quickly, some slowly.<br><br>The writer included precise and sometimes sensory details and used figurative language (simile, metaphor, personification) to bring his story to life.<br><br>The writer used a storytelling voice and conveyed the emotion or tone of his story through description, phrases, dialogue, and thoughts. | (×2)   |
|                             |  |           |  |           |  |           |  | TOTAL: |
| <b>LANGUAGE CONVENTIONS</b> |  |           |  |           |  |           |  |        |
| <b>Spelling</b>             | The writer used all he knew about words and chunks of words ( <i>at, op, it, etc.</i> ) to help him spell.<br><br>The writer spelled all the word wall words right and used the word wall to help him spell other words. | Mid-level | To spell a word, the writer used what she knew about spelling patterns ( <i>tion, er, ly, etc.</i> ).<br><br>The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words. | Mid-level | The writer used what he knew about spelling patterns to help him spell and edit before he wrote his final draft.<br><br>The writer got help from others to check his spelling and punctuation before he wrote his final draft. | Mid-level | The writer used what she knew about word families and spelling rules to help her spell and edit. She used the word wall and dictionaries when needed.  |        |

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|-------------------------------------|---|-----------|---|-----------|---|-----------|--|--------|
| <b>LANGUAGE CONVENTIONS (cont.)</b> |   |           |   |           |   |           |  |        |
| <b>Punctuation</b>                  | The writer ended sentences with punctuation.<br>The writer used a capital letter for names.<br>The writer used commas in dates and lists. | Mid-level | The writer used quotation marks to show what characters said.<br>When the writer used words such as <i>can't</i> and <i>don't</i> , he used the apostrophe. | Mid-level | The writer punctuated dialogue correctly with commas and quotation marks.<br>While writing, the writer used punctuation at the end of every sentence.<br>The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another. | Mid-level | When writing long, complex sentences, the writer used commas to make them clear and correct. |        |
|                                     |   |           |   |           |   |           |  | TOTAL: |

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