Grade 3 Writing Rubric

Outcome (indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 - Beginning
Context **CC3.1 Compose and create a range of visual, multimedia, oral and written texts that explore: identity, community, social responsibility and make connections across areas of study.** (c) Create written texts and other representations that include: • A main idea with supporting details • A beginning, middle and end • Appropriate use of language and conventions (b/d) Clearly communicate thoughts, feelings, ideas, findings and information pertaining to topics, problems, questions or issues. (e) Create a variety of narratives and poems.	Creates **original, thoughtful and/or precise** written texts that explore identity, community and social responsibility and include: • main idea(s) with **in-depth** details, explanations, and examples • an **intriguing** beginning that introduces the topic • a middle that is **skilfully** sequenced and connected to the topic • an **intriguing** ending **Insightfully** expresses and explains ideas and findings on a topic. Creates a variety of **detailed** narratives and poems.	Creates **clear, specific, and/or logically** written texts that explore identity, community and social responsibility and include: • main idea(s) with **relevant** supporting details, explanations, and examples • an **interesting** beginning that introduces the topic • a middle that is **logically** sequenced and connected to the topic • an **interestin**g ending **Clearly** expresses and explains ideas and findings on a topic. Creates a variety of **clear** narratives and poems.	Creates **general, basic and/or simple** written texts that explore identity, community and social responsibility and include: • main idea(s) with **predictable** details, explanations, and examples • a **predictable** beginning that introduces the topic • a middle that is **partially** sequenced and connected to the topic • a **predictable** ending **Simply** expresses and explains ideas and findings on a topic. Creates a variety of **general and simplistic** narratives and poems.	Creates **limited, or unfocused** written texts that explore identity, community and social responsibility and include: • main idea(s) with **vague or repetitive** details, explanations, and examples • an **ineffective** beginning that may or may not introduce the topic • a middle that is **inaccurately** sequenced and may not be connected to the topic • an **ineffective** ending, or no ending **Vaguely** expresses and explains ideas and findings on a topic. Creates **incomplete and/or undeveloped** narratives and poems.
Message **CC3.4 Write to communicate ideas, information, and experiences pertaining to a topic by creating easy-to-follow writing (including a short report, a procedure, a letter, a story, a short script, and a poem) with a clear purpose, correct paragraph structure, and interesting detail.** CC3.4 (d) Writes compositions (3-paragraph reports) that describe and explain familiar objects, events, and experiences. CC3.4 (f) Creates characters and events from outside students' personal environment. CC3.4 (g) Writes descriptions that use concrete sensory details. CC3.4 (h) Begins to use excitement, humour, suspense, and other creative devices.	Writes 3-paragraph **thoughtful and detailed** compositions (short report, procedure, poem, story – personal) that describe and explain familiar objects, events, and experiences. • Creates **intriguing** characters and events from outside students' personal environment. • **Appropriate** use of excitement, humour, suspense, and other creative devices. • Writes **intriguing** descriptions that use concrete sensory details.	Writes **clear**, **relevant** 3-paragraph compositions (short report, procedure, poem, story – personal) that describe and explain familiar objects, events, and experiences. • Creates characters and events from outside students' personal environment. • Begins to use excitement, humour, suspense, and other creative devices. • Writes clear descriptions that use concrete sensory details.	Writes **basic, simplistic** compositions (short report, procedure, poem, story – personal) that describe and explain familiar objects, events, and experiences. • Creates **simplistic** characters and events from outside students' personal environment. • **Attempts** to use excitement, humour, suspense, and other creative devices. • Writes **simplistic** descriptions with **limited** use of concrete sensory details.	Writes **limited, unfocused, incomplete** compositions (short report, procedure, poem, story – personal) that describe and explain familiar objects, events, and experiences. • Creates **vague** characters and events from outside students' personal environment. • **Little or no use** of excitement, humour, suspense, and other creative devices. • Writes **vague or repetitive** descriptions.
CC3.4 (e) Writes narratives (short script, story – fictional) that provide a context within which an action takes place and includes characters and their traits, setting, and problem and solution in students' stories.	Writes **thoughtful and detailed** narratives (short script, story – fictional) that provide an **in-depth context** within which: • an action takes place • includes characters and their traits • setting • problem and solution	Writes **clear** and **relevant** narratives (short script, story – fictional) that provide a context within which: • an action takes place • includes characters and their traits • setting • problem and solution	Writes **basic** or **general** narratives (short script, story – fictional) that provide a context within which **some of the following are included:** • an action takes place • includes characters and their traits • setting • problem and solution	Writes **limited**, **unfocused** narratives (short script, story – fictional) that provide a context within which **few of the following are included:** • an action takes place • includes characters and their traits • setting • problem and solution
CC3.4 (i) Writes personal letter, thank-you notes, invitations, and logs.	Writes **interesting** personal letters, thank you notes, invitations and logs.	Writes personal letters, thank you notes, invitations and logs.	Writes **simplistic** personal letters, thank you notes, invitations and logs.	Writes **undeveloped** personal letters, thank you notes, invitations and logs.

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Use of Strategies CC3.4 (a) Works through the stages of the writing process (b) Selects and uses appropriate strategies (before, during, and after) to communicate meaning when writing. CC3.4 (j) Extends, reworks, and polishes pieces of writing for an audience in and beyond the classroom.	**Purposefully and insightfully** uses appropriate strategies (before, during and after) to communicate meaning when writing. **Before** • uses prior knowledge & experience • aware of purpose & audience • generates/collects ideas • uses organizers to plan **During** • creates drafts • self-corrects • uses "fix-up" strategies • confers with others **After** • revises content • revises organization and flow • revises sentence structure • revises word choice • edits spelling, punctuation and capitalization • confers with others • polishes work • shares work • considers feedback **Precisely and purposefully extends**, reworks, and polishes pieces of writing for an audience in and beyond the classroom.	**Consistently and logically** uses appropriate strategies (before, during and after) to communicate meaning when writing. **Before** • uses prior knowledge & experience • aware of purpose & audience • generates/collects ideas • uses organizers to plan **During** • creates drafts • self-corrects • uses "fix-up" strategies • confers with others **After** • revises content • revises organization and flow • revises sentence structure • revises word choice • edits spelling, punctuation and capitalization • confers with others • polishes work • shares work • considers feedback Extends, reworks, and polishes pieces of writing for an audience in and beyond the classroom.	**Inconsistently and simplistically** uses appropriate strategies (before, during and after) to communicate meaning when writing. **Before** • uses prior knowledge & experience • aware of purpose & audience • generates/collects ideas • uses organizers to plan **During** • creates drafts • self-corrects • uses "fix-up" strategies • confers with others **After** • revises content • revises organization and flow • revises sentence structure • revises word choice • edits spelling, punctuation and capitalization • confers with others • polishes work • shares work • considers feedback **Simplistically and partially** extends, reworks, and polishes pieces of writing for an audience in and beyond the classroom.	**Rarely and vaguely** uses appropriate strategies (before, during and after) to communicate meaning when writing. **Before** • uses prior knowledge & experience • is aware of purpose & audience • generates/collects ideas • uses organizers to plan **During** • creates drafts • self-corrects • uses "fix-up" strategies • confers with others **After** • revises content • revises organization and flow • revises sentence structure • revises word choice • edits spelling, punctuation and capitalization • confers with others • polishes work • shares work • considers feedback **Undeveloped and/or incompletely** extends, reworks, and polishes pieces of writing for an audience in and beyond the classroom.
Cues & Conventions CC3.4 (c) Understands and applies the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and communicate meaning when writing.	• language is consciously well chosen for purpose & audience • tone and voice are **engaging** • flow of composition is **effective** • topic is **effectively maintained** throughout composition • details are **vivid** • complete sentences include both simple and complex structures in a **skillful manner** • sentences vary in length in a **skillful manner** • word choice is **innovative** for the type of composition • capital letters are used **accurately** throughout the composition • spelling is **correct** • punctuation is **accurate and purposeful** • cursive writing is **used confidently**	• language is straight forward and appropriate for purpose & audience • tone and voice are **evident** • flow of composition is **logical** • topic is **maintained** throughout composition • details are **specific** • complete sentences include both **simple and complex structure** • sentences **vary in length** • word choice is **meaningful** for the type of composition • capital letters are used **accurately** for names, months, places and the beginning of sentences • spelling is **generally correct** • punctuation is **accurate** • cursive writing is used **with some support**	• language is acceptable and **basic** for purpose & audience • tone and voice are **simplistic** • flow of composition is **predictable** • topic is **partially** maintained throughout composition • details are **simplistic** • complete sentences are of **simple** structure • sentences **vary little** in length • word choice is **simplistic** for the type of composition • capital letters are used accurately at the beginning of sentences • spelling is **partially correct** • punctuation is **partially correct** • cursive writing is used **with extensive support**	• language is unclear or inappropriate for purpose & audience • tone and voice are **limited** • flow of composition is **disconnected** • topic is **confusing** throughout composition • details are **undeveloped** • sentences are **incomplete** • sentences are run-on or the same length • word choice is **limited** for the type of composition • use of capital letters is **minimal and/or inaccurate** • spelling is **often incorrect** • punctuation is **often incorrect** • cursive writing is **inaccurate or not used**

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