

Name _____		Writing Task: _____		Date: _____				
3rd Grade Informative Writing Rubric		Total Score: _____		100 – 90 = A	89 – 80 = B	79 – 70 = C	<70 = F	
Excellent		Good		Fair		Unsatisfactory		
Development	▪ addresses all aspects of the writing task with a tightly focused and detailed response	15	▪ addresses the writing task with a focused response	13	▪ addresses the writing task with an inconsistent focus	11	▪ attempts to address the writing task but lacks focus	9
	▪ skillfully develops the topic using facts, definitions, and details that are relevant and sufficient	15	▪ develops the topic using facts, definitions, and details that are relevant and sufficient	13	▪ inconsistently develops the topic using facts, definitions, and details that are relevant and sufficient	11	▪ develops the topic using facts, definitions, and details that are irrelevant and/or insufficient	9
	▪ effectively uses information from experiences or from print and digital sources	15	▪ uses information from experiences or from print and digital sources	13	▪ inconsistently uses information from experiences or from print and digital sources	11	▪ fails to use information from experiences or from print and digital sources	9
Organization	▪ effectively introduces the topic and groups related information together	12	▪ introduces the topic and groups related information together	11	▪ may introduce the topic and has a progression of ideas that may lack cohesion (i.e., list-like, rambling, or repetitive)	9	▪ identifies the topic and has little or no evidence of purposeful organization	8
	▪ effectively uses linking words and/or phrases to connect ideas with categories of information	12	▪ uses linking words and/or phrases to connect ideas with categories of information	11	▪ inconsistently uses linking words and/or phrases to connect ideas within categories of information	9	▪ Uses few, if any linking words and or phrases to connect ideas	8
	▪ provides an effective concluding statement or section	12	▪ provides a concluding statement or section	11	▪ provides a sense of closure	9	▪ may lack a sense of closure	8
Language/Conventions	▪ demonstrates a well-developed command of standard English conventions	6	▪ demonstrates a command of standard English conventions; errors do not interfere with understanding	5	▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding	4	▪ demonstrates a weak command of standard English conventions; errors interfere with understanding	3
	▪ skillfully employs language and tone appropriate to audience and purpose	6	▪ employs language and tone appropriate to audience and purpose	5	▪ inconsistently employs language and tone appropriate to audience and purpose	4	▪ employs language and tone that are inappropriate to audience and purpose	3
	▪ has sentences that are skillfully constructed with appropriate variety in length and structure	6	▪ has sentences that are generally complete with sufficient variety in length and structure	5	▪ has some sentence formation errors and/or a lack of sentence variety	4	▪ has frequent and severe sentence formation errors and/or a lack of sentence variety	3
Informative Writing Rubric W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b Develop the topic with facts, definitions, and details. c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d Provide a concluding statement or section W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. L.3.1 –Parts of speech (collective nouns, reflexive pronouns, irregular verbs, comparative & superlative/adjectives, adverbs), simple, compound, complex sentences L.3.2 - Capitalization (titles), commas in addresses & dialogue, quotation marks, possessives, conventional and phonetic spelling, use of reference materials for spelling								