

Grade Three Expository Assessment Rubric

	Meets Grade Two Learning Outcome Standards	Approaches Three	Meets Grade Three Learning Outcome Standards	Excels at Three	Meets Grade Four Learning Outcome Standards
Content	<ul style="list-style-type: none"> <li>- Topic is clear</li> <li>- Writing stays on topic</li> <li>- Content is a collection of ideas</li> <li>- Writing includes simple details</li> </ul>		<ul style="list-style-type: none"> <li>- Topic is clear</li> <li>- Main ideas are supported with some evidence                             <ul style="list-style-type: none"> <li>o Describes the topic with facts OR opinions supported by facts</li> <li>o May include unnecessary information</li> </ul> </li> <li>- Includes descriptive details</li> </ul>		<ul style="list-style-type: none"> <li>- Topic is focused and maintained</li> <li>- Includes sufficient information to explain the topic</li> <li>- Main ideas are supported with evidence                             <ul style="list-style-type: none"> <li>o Information is factual</li> <li>o Explains opinions and ideas</li> <li>o May include unnecessary information</li> </ul> </li> <li>- Includes descriptive details</li> </ul>
Organization	<ul style="list-style-type: none"> <li>- Title or opening sentence gives topic</li> <li>- Middle follows topic</li> <li>- Follows organizational structure appropriate to form                             <ul style="list-style-type: none"> <li>o Recipe</li> <li>o "How to"</li> <li>o Instructions</li> <li>o Description</li> <li>o Simple research</li> <li>o Simple experiments</li> <li>o Letters</li> </ul> </li> <li>- May have conclusion</li> </ul>		<ul style="list-style-type: none"> <li>- Topic is stated in the beginning</li> <li>- Information is organized in a meaningful/logical way that is connected to the writing purpose                             <ul style="list-style-type: none"> <li>o May include headings, photographs/illustrations, captions</li> </ul> </li> <li>- Simple conclusion is stated</li> </ul>		<ul style="list-style-type: none"> <li>- Topic is stated in the beginning</li> <li>- Information is organized in a meaningful/logical way that is connected to the writing purpose                             <ul style="list-style-type: none"> <li>o May include headings, photographs/illustrations, captions, graphics</li> </ul> </li> <li>- Conclusion is stated</li> </ul>
Word Choice	<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses words related to topic</li> <li>- Uses some descriptive words to create an image</li> </ul>		<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary related to topic</li> <li>- Uses some descriptive language to create an image</li> </ul>		<ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary related to topic</li> <li>- Uses descriptive language to create an image                             <ul style="list-style-type: none"> <li>o Interesting words including adjectives, adverbs, comparisons</li> </ul> </li> </ul>

	Meets Grade Two Learning Outcome Standards	Approaches Three	<b>Meets Grade Three Learning Outcome Standards</b>	Excels at Three	Meets Grade Four Learning Outcome Standards
Sentence Fluency	- Uses a variety of simple sentence patterns (statements, questions, exclamations)		- Uses a variety of simple and some compound sentences - Uses some transition words		- Uses a variety of simple and compound sentences - Uses some transition words
Voice	- Writing engages audience (is interesting) - May show emphasis by using <ul style="list-style-type: none"> <li>o Different sizes of printing</li> <li>o Underlining</li> <li>o Repeated punctuation</li> </ul>		- Writing engages audience - Voice is evident <ul style="list-style-type: none"> <li>o Interaction between reader/writer sensing the person behind the words</li> </ul> - Writing creates tone that is consistent with the content - Uses own words		- Writing engages audience - Voice is evident - States information in a unique or interesting manner - Writing creates tone that is consistent with the content - Uses words that add clarity and detail
Conventions	- Uses conventional spelling for most familiar or high frequency words - Uses spelling generalizations, patterns, and structural analysis - Sometimes uses periods, question marks, and exclamation marks - Errors may be distracting but basic communication is understandable		- Uses capitalization correctly - Spells most high-frequency words correctly; unfamiliar words are spelled phonetically - Uses end punctuation correctly - Errors do not interfere with communication - Lists title and author of source, if used		- Uses capitalization correctly - Spells most words correctly; unfamiliar words are spelled phonetically - Uses end punctuation correctly - Uses <ul style="list-style-type: none"> <li>o quotation marks,</li> <li>o commas, and</li> <li>o apostrophes</li> </ul> - Errors do not interfere with communication - Lists sources (titles and authors), if used