

Grade 3 Writing Rubric

Outcome (indicators)	4 – Mastery	3 – Proficient	2 – Approaching	1 - Beginning
<p><b>Context</b>  <b>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.</b></p> <p>(c) Create written texts and other representations that include:</p> <ul style="list-style-type: none"> <li>• A main idea with supporting details</li> <li>• A beginning, middle and end</li> <li>• Appropriate use of language and conventions</li> </ul> <p>(b/d) Clearly communicate thoughts, feelings, ideas, findings and information pertaining to topics, problems, questions or issues.</p> <p>(e) Create a variety of narratives and poems.</p>	<p>Creates <b>original, thoughtful and/or precise</b> written texts that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> <li>• main idea(s) with <b>in-depth</b> details, explanations, and examples</li> <li>• an <b>intriguing</b> beginning that introduces the topic</li> <li>• a middle that is <b>skilfully</b> sequenced and connected to the topic</li> <li>• an <b>intriguing</b> ending</li> </ul> <p><b>Insightfully</b> expresses and explains ideas and findings on a topic.</p> <p>Creates a variety of <b>detailed</b> narratives and poems.</p>	<p>Creates <b>clear, specific, and/or logically</b> written texts that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> <li>• main idea(s) with <b>relevant</b> supporting details, explanations, and examples</li> <li>• an <b>interesting</b> beginning that introduces the topic</li> <li>• a middle that is <b>logically</b> sequenced and connected to the topic</li> <li>• an <b>interesting</b> ending</li> </ul> <p><b>Clearly</b> expresses and explains ideas and findings on a topic.</p> <p>Creates a variety of <b>clear</b> narratives and poems.</p>	<p>Creates <b>general, basic and/or simple</b> written texts that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> <li>• main idea(s) with <b>predictable</b> details, explanations, and examples</li> <li>• a <b>predictable</b> beginning that introduces the topic</li> <li>• a middle that is <b>partially</b> sequenced and connected to the topic</li> <li>• a <b>predictable</b> ending</li> </ul> <p><b>Simply</b> expresses and explains ideas and findings on a topic.</p> <p>Creates a variety of <b>general and simplistic</b> narratives and poems.</p>	<p>Creates <b>limited, or unfocused</b> written texts that explore identity, community and social responsibility and include:</p> <ul style="list-style-type: none"> <li>• main idea(s) with <b>vague or repetitive</b> details, explanations, and examples</li> <li>• an <b>ineffective</b> beginning that may or may not introduce the topic</li> <li>• a middle that is <b>inaccurately</b> sequenced and may not be connected to the topic</li> <li>• an <b>ineffective</b> ending, or no ending</li> </ul> <p><b>Vaguely</b> expresses and explains ideas and findings on a topic.</p> <p>Creates <b>incomplete and/or undeveloped</b> narratives and poems.</p>
<p><b>Message</b>  <b>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.</b></p> <p>CC3.4 (d) Writes compositions (3-paragraph reports) that describe and explain familiar objects, events, and experiences.</p> <p>CC3.4 (f) Creates characters and events from outside students’ personal environment.</p> <p>CC3.4 (g) Writes descriptions that use concrete sensory details.</p> <p>CC3.4 (h) Begins to use excitement, humour, suspense, and other creative devices.</p> <p>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.</p> <p>CC3.4 (i) Writes personal letter, thank-you notes, invitations, and</p>	<p>Writes 3-paragraph <b>thoughtful and detailed</b> compositions (short report, procedure, poem, story – personal) that describe and explain familiar objects, events, and experiences.</p> <ul style="list-style-type: none"> <li>• Creates <b>intriguing</b> characters and events from outside students’ personal environment.</li> <li>• <b>Appropriate</b> use of excitement, humour, suspense, and other creative devices.</li> <li>• Writes <b>intriguing</b> descriptions that use concrete sensory details.</li> </ul> <p>Writes <b>thoughtful and detailed</b> narratives (short script, story – fictional) that provide an <b>in-depth context</b> within which:</p> <ul style="list-style-type: none"> <li>• an action takes place</li> <li>• includes characters and their traits</li> <li>• setting</li> <li>• problem and solution</li> </ul> <p>Writes <b>interesting</b> personal letters, thank you notes,</p>	<p>Writes <b>clear, relevant</b> 3-paragraph compositions (short report, procedure, poem, story – personal) that describe and explain familiar objects, events, and experiences.</p> <ul style="list-style-type: none"> <li>• Creates characters and events from outside students’ personal environment.</li> <li>• Begins to use excitement, humour, suspense, and other creative devices.</li> <li>• Writes clear descriptions that use concrete sensory details.</li> </ul> <p>Writes <b>clear and relevant</b> narratives (short script, story – fictional) that provide a context within which:</p> <ul style="list-style-type: none"> <li>• an action takes place</li> <li>• includes characters and their traits</li> <li>• setting</li> <li>• problem and solution</li> </ul> <p>Writes personal letters, thank you notes,</p>	<p>Writes <b>basic, simplistic</b> compositions (short report, procedure, poem, story – personal) that describe and explain familiar objects, events, and experiences.</p> <ul style="list-style-type: none"> <li>• Creates <b>simplistic</b> characters and events from outside students’ personal environment.</li> <li>• <b>Attempts</b> to use excitement, humour, suspense, and other creative devices.</li> <li>• Writes <b>simplistic</b> descriptions with <b>limited</b> use of concrete sensory details.</li> </ul> <p>Writes <b>basic or general</b> narratives (short script, story – fictional) that provide a context within which <b>some of the following are included:</b></p> <ul style="list-style-type: none"> <li>• an action takes place</li> <li>• includes characters and their traits</li> <li>• setting</li> <li>• problem and solution</li> </ul> <p>Writes <b>simplistic</b> personal letters, thank you</p>	<p>Writes <b>limited, unfocused, incomplete</b> compositions (short report, procedure, poem, story – personal) that describe and explain familiar objects, events, and experiences.</p> <ul style="list-style-type: none"> <li>• Creates <b>vague</b> characters and events from outside students’ personal environment.</li> <li>• <b>Little or no use</b> of excitement, humour, suspense, and other creative devices.</li> <li>• Writes <b>vague or repetitive</b> descriptions.</li> </ul> <p>Writes <b>limited, unfocused</b> narratives (short script, story – fictional) that provide a context within which <b>few of the following are included:</b></p> <ul style="list-style-type: none"> <li>• an action takes place</li> <li>• includes characters and their traits</li> <li>• setting</li> <li>• problem and solution</li> </ul> <p>Writes <b>undeveloped</b> personal letters, thank</p>

logs.	invitations and logs.	invitations and logs.	notes, invitations and logs.	you notes, invitations and logs.
<p><b>Use of Strategies</b> CC3.4 (a) Works through the stages of the writing process</p> <p>(b) Selects and uses appropriate strategies (before, during, and after) to communicate meaning when writing.</p> <p>CC3.4 (j) Extends, reworks, and polishes pieces of writing for an audience in and beyond the classroom.</p>	<p><b>Purposefully and insightfully</b> uses appropriate strategies (before, during and after) to communicate meaning when writing.</p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>uses prior knowledge &amp; experience</li> <li>aware of purpose &amp; audience</li> <li>generates/collects ideas</li> <li>uses organizers to plan</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>creates drafts</li> <li>self-corrects</li> <li>uses “fix-up” strategies</li> <li>confers with others</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>revises content</li> <li>revises organization and flow</li> <li>revises sentence structure</li> <li>revises word choice</li> <li>edits spelling, punctuation and capitalization</li> <li>confers with others</li> <li>polishes work</li> <li>shares work</li> <li>considers feedback</li> </ul> <p><b>Precisely and purposefully extends,</b> reworks, and polishes pieces of writing for an audience in and beyond the classroom.</p>	<p><b>Consistently and logically</b> uses appropriate strategies (before, during and after) to communicate meaning when writing.</p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>uses prior knowledge &amp; experience</li> <li>aware of purpose &amp; audience</li> <li>generates/collects ideas</li> <li>uses organizers to plan</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>creates drafts</li> <li>self-corrects</li> <li>uses “fix-up” strategies</li> <li>confers with others</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>revises content</li> <li>revises organization and flow</li> <li>revises sentence structure</li> <li>revises word choice</li> <li>edits spelling, punctuation and capitalization</li> <li>confers with others</li> <li>polishes work</li> <li>shares work</li> <li>considers feedback</li> </ul> <p>Extends, reworks, and polishes pieces of writing for an audience in and beyond the classroom.</p>	<p><b>Inconsistently and simplistically</b> uses appropriate strategies (before, during and after) to communicate meaning when writing.</p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>uses prior knowledge &amp; experience</li> <li>aware of purpose &amp; audience</li> <li>generates/collects ideas</li> <li>uses organizers to plan</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>creates drafts</li> <li>self-corrects</li> <li>uses “fix-up” strategies</li> <li>confers with others</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>revises content</li> <li>revises organization and flow</li> <li>revises sentence structure</li> <li>revises word choice</li> <li>edits spelling, punctuation and capitalization</li> <li>confers with others</li> <li>polishes work</li> <li>shares work</li> <li>considers feedback</li> </ul> <p><b>Simplistically and partially</b> extends, reworks, and polishes pieces of writing for an audience in and beyond the classroom.</p>	<p><b>Rarely and vaguely</b> uses appropriate strategies (before, during and after) to communicate meaning when writing.</p> <p><b>Before</b></p> <ul style="list-style-type: none"> <li>uses prior knowledge &amp; experience</li> <li>is aware of purpose &amp; audience</li> <li>generates/collects ideas</li> <li>uses organizers to plan</li> </ul> <p><b>During</b></p> <ul style="list-style-type: none"> <li>creates drafts</li> <li>self-corrects</li> <li>uses “fix-up” strategies</li> <li>confers with others</li> </ul> <p><b>After</b></p> <ul style="list-style-type: none"> <li>revises content</li> <li>revises organization and flow</li> <li>revises sentence structure</li> <li>revises word choice</li> <li>edits spelling, punctuation and capitalization</li> <li>confers with others</li> <li>polishes work</li> <li>shares work</li> <li>considers feedback</li> </ul> <p><b>Undeveloped and/or incompletely</b> extends, reworks, and polishes pieces of writing for an audience in and beyond the classroom.</p>
<p><b>Cues &amp; Conventions</b> 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.</p>	<ul style="list-style-type: none"> <li>language is consciously well chosen for purpose &amp; audience</li> <li>tone and voice are <b>engaging</b></li> <li>flow of composition is <b>effective</b></li> <li>topic is <b>effectively maintained</b> throughout composition</li> <li>details are <b>vivid</b></li> <li>complete sentences include both simple and complex structures in a <b>skillful manner</b></li> <li>sentences vary in length in a <b>skillful manner</b></li> <li>word choice is <b>innovative</b> for the type of composition</li> <li>capital letters are used <b>accurately</b> throughout the composition</li> <li>spelling is <b>correct</b></li> <li>punctuation is <b>accurate and purposeful</b></li> <li>cursive writing is <b>used confidently</b></li> </ul>	<ul style="list-style-type: none"> <li>language is straight forward and appropriate for purpose &amp; audience</li> <li>tone and voice are <b>evident</b></li> <li>flow of composition is <b>logical</b></li> <li>topic is <b>maintained</b> throughout composition</li> <li>details are <b>specific</b></li> <li>complete sentences include both <b>simple and complex structure</b></li> <li>sentences <b>vary in length</b></li> <li>word choice is <b>meaningful</b> for the type of composition</li> <li>capital letters are used <b>accurately</b> for names, months, places and the beginning of sentences</li> <li>spelling is <b>generally correct</b></li> <li>punctuation is <b>accurate</b></li> <li>cursive writing is used <b>with some support</b></li> </ul>	<ul style="list-style-type: none"> <li>language is acceptable and <b>basic</b> for purpose &amp; audience</li> <li>tone and voice are <b>simplistic</b></li> <li>flow of composition is <b>predictable</b></li> <li>topic is <b>partially</b> maintained throughout composition</li> <li>details are <b>simplistic</b></li> <li>complete sentences are of <b>simple</b> structure</li> <li>sentences <b>vary little</b> in length</li> <li>word choice is <b>simplistic</b> for the type of composition</li> <li>capital letters are used accurately at the beginning of sentences</li> <li>spelling is <b>partially correct</b></li> <li>punctuation is <b>partially correct</b></li> <li>cursive writing is used <b>with extensive support</b></li> </ul>	<ul style="list-style-type: none"> <li>language is unclear or inappropriate for purpose &amp; audience</li> <li>tone and voice are <b>limited</b></li> <li>flow of composition is <b>disconnected</b></li> <li>topic is <b>confusing</b> throughout composition</li> <li>details are <b>undeveloped</b></li> <li>sentences are <b>incomplete</b></li> <li>sentences are run-on or the same length</li> <li>word choice is <b>limited</b> for the type of composition</li> <li>use of capital letters is <b>minimal and/or inaccurate</b></li> <li>spelling is <b>often incorrect</b></li> <li>punctuation is <b>often incorrect</b></li> <li>cursive writing is <b>inaccurate or not used</b></li> </ul>