

## Grade 3: Informative Writing Rubric with WIDA language proficiency levels

	<b>Significantly Below WIDA Entering</b>	<b>Below Grade Level WIDA Emerging</b>	<b>Approaching Grade Level WIDA Developing/Expanding</b>	<b>Meets Grade Level WIDA: Bridging/Reaching</b>
<p><b>Ideas</b> Writes informative/ explanatory texts to examine a topic and convey ideas and information clearly <b>(W.3.2.a)</b></p>	<p><b>1~</b>Uses a combination of drawing with labels, dictating and writing in which they name what they are talking about and provide limited information on the topic <b>1~</b> Uses sentence frames or starters to provide details</p>	<p><b>2~</b>Writes sentences/ captions for pictures/ photographs providing limited information on the topic <b>2~</b>Uses graphic organizers and sentence stems to support writing</p>	<p><b>3~</b>Writes informative/ explanatory texts to examine a topic and convey ideas and information clearly with a teacher supported graphic organizer <b>3~</b>Includes main ideas with supporting details</p>	<p><b>4~</b>Writes informative / explanatory texts to examine a topic and convey ideas and information <b>4~</b>Includes main ideas that are fully supported by strong and concise supporting details</p>
<p><b>Organization</b> Introduces topic clearly and groups related ideas into paragraphs <b>(W.3.2.a)</b> Writes a clear and coherent piece of writing that is well developed with main ideas and supporting details <b>(W.3.4)</b> Writes a conclusion <b>(W.3.2.d)</b></p>	<p><b>1~</b>Attempts an introduction with the support of a sentence frame. <b>1~</b>Attempts to convey information using L1 or pictures/ single words or ideas <b>1~</b>May attempt to write a conclusion using a formulaic ending (i.e. the end)</p>	<p><b>2~</b>Attempts an introduction <b>2~</b>Attempts to convey connected ideas <b>2~</b>Attempts to separate main ideas and supporting details <b>2~</b>Attempts to write a conclusion</p>	<p><b>3~</b>Writes an introduction <b>3~</b>Uses some transitional words to connect ideas <b>3~</b>Separates main ideas and adds some supporting details <b>3~</b>Writes a recognizable conclusion</p>	<p><b>4~</b>Writes a strong introduction <b>4~</b>Uses transition words to connect ideas <b>4~</b>Separates main ideas and includes strong supporting details <b>4~</b>May incorporate text features (ie. maps, diagrams, tables...) to aid comprehension <b>4~</b>Writes a well-formulated conclusion</p>
<p><b>Sentence Fluency</b> Uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. <b>(W.3.2.c)</b> Uses coordinating and subordinating conjunctions. <b>(L.3.1.h)</b> Uses sentence varieties (simple, compound, complex) <b>(L.3.1.i)</b></p>	<p><b>1~</b>May write simple sentences using common verbs (is, are, have, has) with a sentence frame, single words, and/or copied text</p>	<p><b>2~</b>May attempt to use a prepositional phrase <b>2~</b>Attempts to use some sentence variety (simple, complex, compound) <b>2~</b>May attempt to use transitional phrases from a word bank to start the conclusion</p>	<p><b>3~</b>Attempts to use coordinating and subordinating conjunctions <b>3~</b>Uses some sentence variety (simple, complex, compound) <b>3~</b> Uses one or more transitional phrases from a word bank to start the conclusion</p>	<p><b>4~</b> Uses coordinating and subordinating conjunctions a range of prepositional phrases to link main ideas and supporting details <b>4~</b>Varies sentence structure to make the writing more effective (simple, complex, compound) <b>4~</b>Uses a transitional phrase to begin conclusion</p>
<p><b>Word Choice</b> Uses strong verbs <b>(L.3.1d,e)</b> Uses words and phrases to convey ideas precisely <b>(L.3.3.a)</b> Uses facts, definitions concrete details, and other information and examples related to the topic <b>(W.3.2b) (L.3.3) (L.3.6)</b></p>	<p><b>1~</b>Uses common vocabulary</p>	<p><b>2~</b>Uses common vocabulary and verbs <b>2~</b>Uses some specific content words with the support of a word bank <b>2~</b> Attempts to give and use definitions of topic specific words, details or examples</p>	<p><b>3~</b>Uses common verbs and some stronger verbs <b>3~</b> Uses common adjectives and adverbs and some more descriptive ones <b>3~</b>Uses some specific/technical vocabulary <b>3~</b> Uses definitions of topic specific words, details or examples</p>	<p><b>4~</b>Uses strong, vivid verbs <b>4~</b> Uses a range of adjectives and adverbs <b>4~</b>Uses specific vocabulary and phrases <b>4~</b>Uses topic specific definitions, details and examples effectively to make the writing more explicit</p>

<b>Voice</b> Builds toward a particular tone. Writes for a particular audience. <b>(W.3.4)</b>		<b>2~</b> Writing attempts to convey a general purpose for writing	<b>3~</b> Writing attempts to conveys a particular purpose of the piece of writing. <b>3~</b> Shows some awareness of a particular audience	<b>4~</b> Writing demonstrates the author’s expertise and enthusiasm for the topic <b>4~</b> Demonstrates clear awareness of an audience and piques the reader’s interest in the topic
<b>Conventions</b> Spells grade appropriate words correctly <b>(L.3.2e,f)</b> Uses correct capitalization <b>(L.3.2.a)</b> Uses correct punctuation including commas and quotation marks <b>(L.3.2.b,c,d)</b>	<b>1~</b> Copies words correctly <b>1~</b> May attempt capitalization <b>1~</b> May attempt to use end punctuation with a sentence frame	<b>2~</b> Spells some grade appropriate words correctly <b>2~</b> Uses some capitalization <b>2~</b> Uses some end punctuation	<b>3~</b> Spells many grade appropriate words correctly <b>3~</b> Most capitalization is correct <b>3~</b> Most punctuation is correct with some attempt at commas and quotation marks evident if needed <b>3~</b> Begins to group related information together	<b>4~</b> Spells grade appropriate words correctly <b>4~</b> Uses correct capitalization <b>4~</b> Uses correct punctuation including commas and quotation marks if needed <b>4~</b> Groups related information together

POINTS	SCORE	ELL Levels	POINTS	SCORE	MAINSTREAM LEVEL
1-10	1	Entering ELL	1-32	1	Does Not Meet
11-32	2	Emerging ELL			
33-49	3	Developing ELL	33-64	2	Approaches
50-64	4	Expanding ELL			
65-80	5	Bridging/Reaching	61-80	3	Meets Expectations