INFORMATIVE/EXPLANATORY RUBRIC
California Common Core Standards Based - THIRD GRADE

Informative/Explanatory

Level	INFORMATIVE/EXPLANATORY WRITING/PROCESS	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	☐ Meets all expectations in level 3 ☐ Provides information well supported by facts and details ☐ Uses precise language and domain-specific vocabulary to inform/explain ☐ Is well planned and organized	**Mostly correct** use of language conventions, and some above grade level skills used, for example: ☐ Meets all expectations in level 3 ☐ Uses commas in direct quotations, and apostrophes in possessive case of nouns and in contractions when appropriate ☐ Uses underlining, quotation marks or italics to identify titles of documents	Guidance & Support
3 Meets	**INFORMATIVE/EXPLANATORY WRITING** ☐ Introduces topic (W2a) ☐ Groups related information together (W2a) ☐ Includes illustrations when they will aid comprehension (W2a) ☐ Develops topic with facts, definitions, and details (W2b) ☐ Uses linking words/phrases such as *also, another, and, more, but* to connect ideas within categories of information (W2c) ☐ Provides a concluding statement or section (W2d) **WRITING PROCESS** (W5 - W8) ☐ **WGASFA*** Has clearly planned writing with organized notes, and shows evidence of revision and editing during writing process (W5) ☐ **WGASFA*** Uses technology and keyboarding skills (W6) ☐ Conducts research (W7) ☐ Uses sources such as print and internet to gather evidence (W 8) ☐ Takes brief notes on sources and groups into categories (W8)	**Adequate** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Uses a variation of simple, compound, and complex sentences (L1k) ☐ Uses subject/verb agreement, pronouns, adjectives, compound words, and articles correctly ☐ Uses past, present, and future verb tenses correctly (L1g) ☐ Uses commas in dates, locations, and addresses, items in a series, and quotations in dialogue correctly (L2 b/c) ☐ Capitalizes titles correctly (L2a) ☐ Spells high frequency words and adds suffixes correctly, uses spelling patterns from word families ☐ Forms and uses possessives correctly (L2d) ☐ Consults reference materials, as needed, to check/correct spelling (L2) ☐ Uses grade appropriate academic and domain-specific words and phrases (L6)	Level of guidance and support from adults before writing: Check off what was done before the student wrote the piece being scored. ☐ Discussion ☐ Read aloud or shared reading ☐ Drawing ☐ Vocabulary word bank ☐ Shared or interactive writing ☐ Graphic organizer ☐ Language frames
2 Almost Meets	☐ Has weak introduction ☐ Information loosely grouped ☐ Information developed with few facts, definitions, details ☐ Uses few transition words, or uses the same throughout ☐ Concluding statement absent or unclear ☐ Has some evidence of planning, organizing notes, and revision	**Limited** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Writes mostly simple sentences with correct punctuation ☐ Has some correct use of subject/verb agreement, pronouns, adjectives, compound words, and articles ☐ Uses some correct use of past, present and future verb tenses ☐ Uses some correct use of punctuation, commas and capitalization ☐ Has many spelling errors	
1 Does Not Meet	☐ May not introduce topic ☐ Includes few or no facts or definitions on topic ☐ Has little evidence of planning, organizing and revision ☐ Copies sentences directly from text in articles in prompt	**Infrequent** use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Writes incomplete sentences ☐ Has little or no subject/verb agreement or usage of pronouns, adjectives, compound words and articles ☐ Uses past, present, and future verb tenses incorrectly ☐ Uses little or no correct punctuation, commas and capitalization ☐ Uses poor spelling	

- **WGASFA**: "with guidance and support from adults"

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.**smarterbalanced**.org) using the California Common Core Standards at www.cde.**ca**.gov.

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Assessment Consortium

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