

PCS-CCSS Writing Rubric Grade 3—Informative

	NS (0)	Does Not Meet (1)	Almost Meets (2)	Meets (3)	Exceeds (4)
Informative/ Focus	No evidence	Topic is vague with minimal or irrelevant ideas and information Main idea not evident or not sustained.	Writes an informative, explanatory text that states topic, but ideas and information may be unclear. Main idea of topic is unclear and not sustained throughout piece of writing	Writes an informative, explanatory text that introduces a topic and conveys ideas and information clearly Main idea of topic is generally focused and maintained, some less related material may be present	Meets all expectations of Level 3 Main idea of topic is focused, clearly stated, and strongly maintained
Organization	No evidence	Little organizational structure Missing introduction and/or conclusion Contains few or no transitions No progression of ideas	Weak organizational structure Weak introduction and conclusion Inconsistent transitions with little variety Uneven progression of ideas	Adequate organizational structure to group related information together, includes illustrations if needed Adequate introduction and conclusion (statement or section) Uses some variety of transitional phrases to move reader from one detail to the next Adequate progression of ideas	Meets all expectations set forth in (3) Clear and effective organizational structure Effective introduction and conclusion (section) Uses transitional phrases with purpose and variety for a strong progression of ideas
Elaboration	No evidence	Minimal elaboration using little or no support/evidence No evidence from sources or incorrect	Inconsistent elaboration using minimal facts, definitions, and details. Weak evidence from sources	Adequate elaboration using facts, definitions, and details Some evidence from sources integrated with general citations	Meets all expectations set forth in (3) Effective elaboration which uses facts, definitions, and details Evidence from sources is relevant and integrated effectively
Language	No evidence	Language and vocabulary are confusing or vague or are inappropriate for the audience and purpose Limited use of grade appropriate language ¹	Language and vocabulary are used with little clarity or may be inappropriate for the audience and purpose Weak use of grade appropriate ¹ (sensory, concrete)	Adequate use of language and vocabulary (domain specific) for the audience and purpose Adequate use of grade appropriate ¹ sensory, concrete, and figurative language	Effective use of language and vocabulary (domain specific) for the audience and purpose Effective use of grade appropriate ¹ sensory, concrete, and figurative language
Conventions	No evidence	Demonstrate a lack of command of grade level ¹ conventions Contains frequent and severe errors which impact meaning	Demonstrate a partial command of grade level ¹ conventions Contains frequent errors in usage that may confuse reader or impact meaning	Demonstrate an adequate command of grade level ¹ conventions Some errors in usage and sentence formation, but no systematic pattern of errors	Demonstrates an effective and consistent use of grade level ¹ conventions Few, if any errors

¹ See CCSS Language Standard