

3rd Grade Writing

Writing

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1, 2	Narrative W.3.3	The student is seldom able to write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.	The student sometimes writes narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.	The student usually writes narratives to develop real or imagined experiences or events using some narrative technique, descriptive details, and clear event sequences.	The student is able to write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
3	Narrative W.3.3	The student is seldom able to write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.	The student sometimes writes narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.	The student usually writes narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.	The student is beginning to demonstrate above grade-level narrative writing to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
2	Informational W.3.2	The student is seldom able to write informative/explanatory texts to examine a topic and convey ideas and information clearly.	The student sometimes writes informative/explanatory texts to examine a topic and convey ideas and information clearly.	The student usually writes informative/explanatory texts to examine a topic and convey some ideas and information clearly.	The student is able to write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3	Informational W.3.2	The student is seldom able to write informative/explanatory texts to examine a topic and convey ideas and information clearly.	The student sometimes writes informative/explanatory texts to examine a topic and convey ideas and information clearly.	The student usually writes informative/explanatory texts to examine a topic and convey ideas and information clearly.	The student is beginning to write above grade-level informative/explanatory texts to examine a topic and convey ideas and information clearly.

2	Opinion W.3.1	The student is seldom able to write opinion pieces on topics or texts, supporting a point of view with reasons and information.	The student sometimes writes opinion pieces on topics or texts, supporting a point of view with reasons and information.	The student usually writes opinion pieces on topics or texts, supporting a point of view with some reasons and information.	The student is able to write opinion pieces on topics or texts, supporting a point of view with reasons and information.
3	Opinion W.3.1	The student is seldom able to write opinion pieces on topics or texts, supporting a point of view with reasons and information.	The student sometimes writes opinion pieces on topics or texts, supporting a point of view with reasons and information.	The student usually writes opinion pieces on topics or texts, supporting a point of view with reasons and information.	The student is beginning to demonstrate above grade-level opinion writing on topics or texts, supporting a point of view with reasons and information.
1, 2	Writes with organization, clarity and focus as appropriate to task, purpose and audience W.3.1,2,3,4,5,6,7,8,10	The student is seldom able to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	The student sometimes produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	The student usually produces clear and coherent writing in which the development and organization are generally appropriate to task, purpose, and audience.	The student is able to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
3	Writes with organization, clarity and focus as appropriate to task, purpose and audience W.3.1,2,3,4,5,6,7,8,10	The student is seldom able to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	The student sometimes produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	The student usually produces clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	The student is beginning to demonstrate clear and coherent above grade-level writing in which the development and organization are appropriate to task, purpose, and audience.
1, 2	Develops and strengthens writing by planning/researching, revising and editing using grade-level expectations W.3.1,2,3,4,5,7,8,10	The student is seldom able to develop and strengthen their writing by planning/researching, revising, and editing with guidance and support from peers and adults based on skills and strategies taught by this time of year.	The student sometimes develops and strengthens their writing by planning/researching, revising, and editing with guidance and support from peers and adults based on skills and strategies taught by this time of year.	The student usually develops and strengthens their writing by planning/researching, revising, and editing with guidance and support from peers and adults based on skills and strategies taught by this time of year.	The student is able to develop and strengthen their writing by planning/researching, revising, and editing with guidance and support from peers and adults based on skills and strategies taught by this time of year.

3	Develops and strengthens writing by planning/researching, revising and editing using grade-level expectations W.3.1,2,3,4,5,7,8, 10	The student is seldom able to develop and strengthen their writing by planning/researching, revising, and editing with guidance and support from peers and adults based on skills and strategies taught by this time of year.	The student sometimes develops and strengthens their writing by planning/researching, revising, and editing with guidance and support from peers and adults based on skills and strategies taught by this time of year.	The student usually develops and strengthens their writing by planning/researching, revising, and editing with guidance and support from peers and adults based on skills and strategies taught by this time of year.	The student is beginning to develop and strengthen their above grade-level writing by planning/researching, revising, and editing based on skills and strategies taught by this time of year.
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Language					
Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1, 2	Uses grade-level grammar and vocabulary.	The student is seldom able to use grade-level grammar and vocabulary.	The student sometimes uses grade-level grammar and vocabulary.	The student usually uses some grade-level grammar and vocabulary.	The student is able to demonstrate the use of grade-level grammar and vocabulary.
3	Uses grade-level grammar and vocabulary.	The student is seldom able to use grade-level grammar and vocabulary.	The student sometimes uses grade-level grammar and vocabulary.	The student usually uses grade-level grammar and vocabulary.	The student is beginning to demonstrate the use of above grade-level grammar and vocabulary.
1, 2	Uses grade-level punctuation, and capitalization.	The student is seldom able to use grade-level punctuation and capitalization.	The student sometimes uses grade-level punctuation and capitalization.	The student usually uses some grade-level punctuation and capitalization.	The student is able to use grade-level punctuation and capitalization.
3	Uses grade-level punctuation, and capitalization.	The student is seldom able to use grade-level punctuation and capitalization.	The student sometimes uses grade-level punctuation and capitalization.	The student usually uses grade-level punctuation and capitalization.	The student is beginning to demonstrate the use of above grade-level punctuation and capitalization.
1, 2	Applies grade level spelling	The student is seldom able to apply grade-level spelling patterns in writing.	The student sometimes applies grade-level spelling patterns in writing.	The student usually applies some grade-level spelling patterns in writing.	The student is able to apply grade-level spelling patterns in writing.

	patterns in writing.				
3	Applies grade level spelling patterns in writing.	The student is seldom able to apply grade-level spelling patterns in writing.	The student sometimes applies grade-level spelling patterns in writing.	The student usually applies grade-level spelling patterns in writing.	The student is beginning to demonstrate the use of above grade-level spelling patterns in writing.