

Branson Basic Writing Rubric – Grade 3

Revised Fall 2010

		WRITING PROCESS	4 (Advanced)	3 (Proficient)	2 (Basic)	1 (Below Basic)
Standard I: Process and Habits		Some form of pre-writing is evident. Draft has been revised as evidenced by adding/deleting words or phrases, or changing the order or organization of the paper. Draft has been edited.	<i>All features are evident. Uses prewriting to plan/organize ideas. Adds, deletes, substitutes and/or rearranges words or phrases. Attempts to correct all misspelled words and capitalization/punctuation errors. Incorporates revisions into final copy to improve/increase accuracy.</i>	<i>Most features are attempted. May use prewriting to plan/organize ideas. Some evidence of adding, deleting and/or substituting of words or phrases. Attempts to correct most misspelled words and capitalization/punctuation errors. Final copy is improved.</i>	<i>Little evidence of prewriting or revision. Some editing present. Final copy shows little or no improvement.</i>	<i>No evidence of writing process being used.</i>
Standard II: Audience and Purpose/Author's Craft	CONTENT	Student stays on topic after the idea for the piece has been established. Clear central idea. Sufficient amount of details. Adequate amount of elaboration present.	<i>Tightly focus. Effectively develops the topic; elaboration is evident throughout the piece. Central idea is apparent to the reader.</i>	<i>Clear focus. May deviate off topic slightly. The piece shows some evidence of elaboration.</i>	<i>Very little or no elaboration. Mostly a list of repetitive. May deviate off topic on multiple occasions.</i>	<i>Unclear focus. Minimal details given.</i>
	STRUCTURE	The piece has an effective beginning (lead), middle, and end. Uses logical order. Organization is apparent.	<i>All features are evident. Includes an interesting opening sentence that attempts to "hook" the attention of the reader. The piece is well organized and is tied together with appropriate and interesting ending.</i>	<i>All features are attempted. The piece has an opening sentence that states the focus of the writing. Piece is logically organized. Provides a sense of closure.</i>	<i>The piece contains a general sense of direction, but lacks focus. The piece does not have an opening sentence, middle, and sense of closure (One or more parts are missing).</i>	<i>The piece is difficult to follow; may lack focus.</i>
	STYLE	Precise, vivid, and descriptive words and phrases are used to create images for the reader. Strong verbs are used. Voice may be included in the piece.	<i>Well-chosen, specific, descriptive words and phrases in multiple places in the piece. Interesting to read. Voice is present in the piece.</i>	<i>Specific, descriptive words and phrases in some places. Voice may be present in the piece.</i>	<i>Student makes an attempt by using one descriptive word or phrase, but ordinary words and phrases are used throughout most of the piece. Voice may not be present in the piece.</i>	<i>Simplistic and/or repetitive word choice used throughout the piece. Voice not present in the piece.</i>
	SENTENCE FORMATION	Sentences have a variety of beginnings and lengths. No sentence fragments present.	<i>Variety of well-constructed sentences. "Flows" well. Minimal problems.</i>	<i>Some sentence variety. Most sentences are well-constructed</i>	<i>Little sentence variety. Some noticeable errors that may be distracting to the reader.</i>	<i>Repetitive sentence beginnings. No sentence variety. Serious errors that are very distracting to the reader.</i>
Standard III: Language Use Conventions	USAGE & MECHANICS	Correct grammar is used (subjects and verbs agree, pronouns are used correctly). Capitalization and spelling are correct. Uses end punctuation and other forms of punctuation correctly.	<i>All of the features are handled well consistently. Minimal problems.</i>	<i>Some errors, but they are not significantly distracting to the reader.</i>	<i>Many errors that may be distracting to the reader.</i>	<i>Serious errors that are very distracting to the reader. Very difficult to read throughout the piece.</i>

Adapted from *Scaffolding Young Writers*, L. Dorn and C. Soffos, and Conway Public Schools

Student Name: _____ School: _____

Advanced = 22-24

Proficient = 16-21

Teacher: _____ Quarter: _____ Date: _____

Basic = 10-15

Below Basic = 6-9