

TCRWP Informational Reading and Information Writing Rubric-Third Grade

Third Grade Reading Rubric	Level 1- Novice	Level 2- Intermediate	Level 3- Proficient	Level 4- Above Proficient
<p><b>Determine meaning of general academic and domain-specific vocabulary</b></p> <p><b>R. Standard 3.4</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p>	<p>Student does not define given term or defines the term incorrectly. Alternatively, the student may define the term not using the provided text.</p>	<p>Student defines the term but the explanation of meaning is somewhat confusing or merely restates what the text says without any rephrasing.</p>	<p><b>Determines meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b></p> <p>Demonstrates understanding of meaning of given term through information gained from provided source.</p> <p>Attempts to rephrase and explanation is somewhat elaborated and clear.</p>	<p>Demonstrates understanding of the meaning of the given term, and pulls from more than one part of the text to support this understanding.</p>
<p><b>Delineating and Evaluating Argument and Claims</b></p> <p><b>R. Standard 3.8</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).</p>	<p>Student demonstrates a misunderstanding of either the sentence or the section;</p> <p>Or</p> <p>Student does not describe the connection between the sentence and the larger section.</p>	<p>Student’s description of the connections between the sentence and the larger section is overly general and does not explain how the sentence fits.</p>	<p><b>Describes the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).</b></p> <p>Describes the connection between the sentence and the larger section. Explains why or how the sentence fits with the main idea of that part (the logic of the connection).</p>	<p>Student describes the logical connection in a more elaborated or academic manner, demonstrating some understanding of the role of the sentence in supporting the point of the section. (An <i>example</i> of the problem)</p>

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<p><b>Conventions of Genre: Focus/Structure</b> <b>W. Standard 3.2</b></p> <p><b>Introduces topic; Provides a concluding statement</b> a. <u>Introduce a topic</u> and group related information together; include illustrations when useful to aiding comprehension. d. Provide a concluding statement or section</p>	<p>Provides no introduction or conclusion.</p> <p>The focus of the explanation is unclear due to this omission.</p>	<p>Provides a brief introduction or conclusion to make clear the focus of the explanation.</p>	<p><b>Introduces the topic he/she is writing about</b></p> <p><b>Provides a concluding statement.</b></p> <p>Provides an introduction and a conclusion.</p>	<p>Provides a more elaborate introduction and conclusion.</p> <p>May comment on the author’s craft as a way to say more about the connection between the sentence and the section.</p>
<p><b>Conventions of Genre: Elaboration/Craft</b> <b>W. Standard 3.2</b></p> <p><b>Develops the topic and uses linking words.</b> b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>	<p>Attempts to provide evidence to support a topic.</p> <p>May repeat the topic as if it is information or may list information that does not support the topic.</p> <p>i.e. “The sentence fits with the main idea. It goes with the main idea.”</p> <p>Uses few, if any, linking words or phrases.</p>	<p>Uses some information from the text to develop the topic.</p> <p>May also include extraneous information or opinion that does not relate to the topic at hand.</p>	<p><b>Develops the topic with facts, definitions, and details.</b></p> <p><b>Uses linking words and phrases to make connections across different categories of information.</b></p> <p>Explains how the sentence connects to the larger section using facts, definitions and details from the text.</p> <p>Uses a variety of linking words and phrases to make connections.</p>	<p>Provides clear and compelling facts, details and/or definition to support the given topic.</p> <p>Elaborates on some sourced information to convey ideas about the given topic and make clear how the information supports the topic.</p> <p>Uses more complex transitional phrases to connect more elaborated ideas and reasons.</p>

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