

Teachers College Reading and Writing Project: Third Grade Informational Reading/Argument Writing Rubric

Reading Rubric Scoring Instruction: Use the rubric below to holistically score reading response (Task 1).

3rd Reading Rubric	Level 1- Novice	1.5	Level 2- Developing	2.5	Level 3- Effective	3.5	Level 4 Highly Effective	Score
<i>R. Standard 3.1</i>								
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers								
	Attempts to answer questions about the text, but does not include specific details or examples from the provided text(s). Indicates misunderstanding of the provided text(s) or a completely personal, rather than text-based, response.		Refers to at least one detail or example from the provided sources. Demonstrates some understanding of the text, though some of the responses are inaccurate or not text-based.		Refers to more than one detail or example from the provided sources. Most references are relevant. Demonstrates an accurate understanding of the text.		Refers to multiple relevant details or examples from the provided sources. References to source material demonstrate an understanding of literal and inferential details from the text.	
								Total:

Writing Rubric Scoring Guide (use rubric on the following pages to score Task 2):

- Circle the descriptor in each row that best describes the student’s work in this category. If the work falls between two descriptors, check a mid-point box to indicate this. Use the scoring box to the right of the table to record the score for each category.
- For the category “Development: Elaboration,” double the points and record in the box to the right, as indicated by the “x 2.” This is because elaboration counts more towards the overall success of the piece than other individual categories.

Finding an Overall Reading/Writing Scaled Score:

- Add the total points from the reading and writing rubrics to come up with a raw score. Use the following table to calculate a scaled score.

Total Points	Scaled Score
1-9	1
9.5-13.5	1.5
14-18	2
18.5-22.5	2.5
23-27	3
27.5-31.5	3.5
32-36	4

- To look closely at growth between pre- and post-assessments, keep this rubric with the circled descriptors.
- **You will want to track growth across sub-sections, not just in the scaled score.**

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3rd Writing Rubric	Level 1- Novice	1.5	Level 2- Developing	2.5	Level 3- Effective	3.5	Level 4 Highly Effective	Score
W. Standard 3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.								<u>Score</u>
Position	Introduces a general topic rather than attempting an opinion about the topic.		Attempts to make a claim, but does not take up a particular side of the issue. May introduce the general topic rather than stating an opinion about the topic.		Makes a claim that connects to the given topic. The claim may not make clear which side of the topic the writer will support.		Makes a clear claim that connects to the given topic.	
Structure: Introduces topic; Provides a concluding statement	Little or no introduction or conclusion is apparent. Or these sections confuse or contradict the writer’s main claim.		Gestures towards an introduction and/or a conclusion. These sections may go off on slight tangents from the main claim, relating to the topic generally but not addressing the main argument.		Provides a very brief introduction, which may not connect closely to the claim. Provides a conclusion that may restate the claim.		Provides an introduction to the claim, clearly announcing that this is an argument. Attempts to inspire readers to care about the topic and/or claim. Provides a conclusion that connects to the writer’s main claim. May reflect on the original claim.	
Structure: Creates an organizational structure	Attempts to create an organizational structure, but has not yet created clearly defined sections. May alternate between expressing an opinion and stating a reason, or merely list reasons in a way that makes it hard to connect them to the opinion of the writer.		Organizes reasons into a list – either through a preview of the reasons in an introduction or by creating body paragraphs or other internal sections that list reasons supporting the writer’s opinion. Some sections are better defined than others.		Reasons and examples are grouped so that readers can follow the writer’s ‘train of thought.’ Sections are mostly well defined.		Uses paragraphing to group supporting ideas and their relevant evidence. It’s clear how each section has been organized.	
Structure: Transitions	Only uses simple transitional words, more consistent with earlier grade-level standards, such as “because” or “also.”		Attempts to use transitional words and phrases to connect opinion and reasons: may do so inconsistently, overuse them, or use them inappropriately at times.		Ideas and reasons are connected using linking words (<i>for example, because.</i>) Reasons are connected to each other using linking words <i>also, another</i>)		Uses words and phrases to connect different parts of the piece together: to demonstrate shifting from reasons to evidence (<i>e.g. “for instance”</i>) or to introduce a new point (<i>e.g. “in addition”</i>).	

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W. Standard 3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.								Score:
Development: Elaboration	Provides few or no reasons supporting the claim. Reasons include no explanatory sentences or information to connect them to the claim.		The writer provides at least one reason supporting the claim. The writer makes an attempt to write more about at least one reason in the form of explanatory sentence(s) or supporting information.		The writer provides reasons for the claim. Some information or explanation is provided as support for the writer’s reason(s) or to connect the reason(s) to the claim.		Writes 2-3 sentences about each reason, including relevant examples and information.	x 2:
Language Conventions	The writer writes with directionality. Some words are spelled conventionally. Some simple sentences are present, with ending punctuation. Upper and lower case letters are generally used appropriately.		Many words are spelled conventionally. The writer uses sentences: he/she capitalizes the beginning of sentences and uses ending punctuation. Some sentences are complex.		Most words are spelled conventionally, including some domain-specific vocabulary relevant to the topic. Capitalization, ending punctuation and use of commas in lists is mostly accurate. The writer uses a variety of sentences lengths.		High-frequency words and many Tier II and domain-specific vocabulary words are spelled conventionally. Some complex sentences are punctuated correctly with internal commas.	
R. Standard 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.								
Development: Reading/Research	Attempts to reference source material, but does not include specific details or examples from the provided text(s). Indicates misunderstanding of the provided text(s) or a completely personal, rather than text-based, response.		Refers to at least one detail or example from the provided sources. Demonstrates some understanding of the provided text, though some of the references are inaccurate or irrelevant to the argument.		Refers to more than one detail or example from the provided sources. Most references are relevant and support the argument. Demonstrates an accurate understanding of the provided text.		Refers to multiple relevant details or examples from the provided sources in support of the argument. References to source material demonstrate an understanding of literal and inferential details from the text.	
								Total: