

Georgia Grade 3 Writing Assessment: Scoring Rubric
NARRATIVE WRITING

Domain 1: Ideas				
Elements: Standard ELA3W1	Component	Does not Meet	Meets	Exceeds
a. Captures reader’s interest by setting a purpose and developing a point of view	Focus	Little or no evidence of focus, purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus, purpose, and point of view
i. Begins to include relevant examples, facts, anecdotes, and details appropriate to audience	Supporting Details	Examples and details are limited and may be irrelevant	Includes some relevant examples, facts, anecdotes, and/or details	Relevant examples, facts, anecdotes, and details are used throughout the paper
g. Begins to develop characters through action and dialogue	Character Development	Character(s) are named or listed rather than developed	Begins to develop main character(s) through action and dialogue	Develops main character(s) through action, dialogue, and/or description
c. Writes text of a length appropriate to address the topic or tell a story	Development/ Completeness	Insufficient information to tell a story	Sufficient information to tell a story	Complete information; the plot, setting, and characters are well developed

Domain 2: Organization				
Elements: Standard ELA3W1	Component	Does not Meet	Meets	Exceeds
b. Begins to select a focus and organizational pattern based on purpose, genre, expectations, audience, and length	Organizational Pattern (Beginning, Middle, End)	Little or no evidence of an organizational pattern	Contains a beginning, middle, and end; one part of the paper may not be as strong as the others	Clear narrative organizational pattern with a strong beginning, middle, and end
d. Uses organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers)	Chronological Sequence of Ideas	Little or no evidence of sequencing	Ideas are generally presented in a chronological sequence	Chronological sequencing of ideas within and across parts of the paper
e. Begins to use appropriate structures to insure coherence (e.g., transition words and phrases, bullets, subheadings, numbering)	Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Transitions are used consistently and effectively throughout the paper

Domain 3: Style				
Elements: Standard ELA3W1	Component	Does not Meet	Meets	Exceeds
h. Begins to use descriptive adjectives and verbs to communicate setting, character, and plot	Word Choice	Little or no descriptive language	Some descriptive adjectives and verbs	Consistent use of descriptive adjectives and verbs
b. Uses grade-appropriate words with multiple meanings ELA3R	Word Choice	Language is simple, repetitive, or imprecise	A mixture of interesting language and simple, ordinary language	Sustained use of interesting language
f. Begins to use specific sensory details (e.g., strong verbs, adjectives) to enhance descriptive effect	Word Choice	Little or no sensory detail	Some sensory details	Consistent use of specific sensory details
h. Demonstrates knowledge of when to use formal or informal language exchanges (e.g., slang, colloquialisms, idioms) ELA3C1	Audience Awareness	Little or no awareness of audience	Some attention to the audience	Attention to the audience in the beginning, middle, and end

Georgia Grade 3 Writing Assessment: Scoring Rubric
PERSUASIVE WRITING

Domain 1: Ideas				
Elements: Standard ELA3W1	Component	Does not Meet	Meets	Exceeds
a. Captures reader’s interest by setting a purpose and developing a point of view	Focus	Little or no evidence of focus, persuasive purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus, purpose, and point of view
l. Writes a persuasive piece that states a clear position	Position	Lacks a clear position	States a clear position	Establishes and develops a clear position
i. Begins to include relevant examples, facts, anecdotes, and details appropriate to audience	Supporting Details	Examples and details are limited and may be irrelevant	Includes some relevant examples, facts, anecdotes, and/or details	Relevant examples, facts, anecdotes, and details are used throughout the paper
c. Writes text of a length appropriate to address the topic or tell a story	Development/ Completeness	Insufficient information to address the issue	Sufficient information to address the issue	Complete information; the issue is well developed

Domain 2: Organization				
Elements: Standard ELA3W1	Component	Does not Meet	Meets	Exceeds
b. Begins to select a focus and organizational pattern based on purpose, genre, expectations, audience and length	Organizational Pattern (Introduction, body, conclusion)	Little or no evidence of an organizational pattern	Contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others	Clear and appropriate persuasive organizational pattern with a strong introduction, body, and conclusion
d. Uses organizational patterns for conveying information (e.g. chronological order, cause and effect, similarity and difference, questions and answers)	Grouping of Ideas	Ideas are not arranged in a meaningful order	Related ideas are generally grouped together	Related ideas are consistently grouped together; may use specific strategies (e.g., cause and effect, similarity and difference, questions and answers)
e. Begins to use appropriate structures to insure coherence (e.g., transition words and phrases, bullets, subheadings, numbering)	Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Varied transitional elements link parts of the paper

Domain 3: Style				
Elements: Standard ELA3W1	Component	Does not Meet	Meets	Exceeds
b. Uses grade-appropriate words with multiple meanings ELA3R	Word Choice	Language is simple, repetitive, or imprecise	A mixture of interesting language and simple, ordinary language	Sustained use of interesting language
f. Begins to use specific sensory details (e.g., strong verbs, adjectives) to enhance descriptive effect	Word Choice	Little or no use of strong verbs and adjectives	Some strong verbs and adjectives are used	Consistent use of strong verbs and adjectives to enhance the persuasive purpose
h. Demonstrates knowledge of when to use formal or informal language exchanges (e.g., slang, colloquialisms, idioms) ELA3C1	Audience Awareness	Little or no awareness of audience	Some attention to the audience	Attention to the audience in the introduction, body, and conclusion; sustained tone appropriate to the persuasive purpose

Georgia Grade 3 Writing Assessment: Scoring Rubric
INFORMATIONAL WRITING

Domain 1: Ideas				
Elements: Standard ELA3W1	Component	Does not Meet	Meets	Exceeds
a. Captures reader’s interest by setting a purpose and developing a point of view	Focus	Little or no evidence of focus, purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus, purpose, and point of view
i. Begins to include relevant examples, facts, anecdotes, and details appropriate to audience	Supporting Details	Examples and details are limited and may be irrelevant	Includes some relevant examples, facts, anecdotes, and/or details	Relevant examples, facts, anecdotes, and details are used throughout the paper
c. Writes text of a length appropriate to address the topic or tell a story	Development/ Completeness	Insufficient information to explain the topic	Sufficient information to explain the topic	Complete information; the topic is well developed
j. Uses a variety of resources to research and share information on a topic	Use of Resources	Little or no use of resources; may copy text from source materials	Some evidence of information from source materials	Appropriate use of resources; paraphrases relevant information from source materials

Domain 2: Organization				
Elements: Standard ELA3W1	Component	Does not Meet	Meets	Exceeds
b. Begins to select a focus and organizational pattern based on purpose, genre, expectations, audience and length	Organizational Pattern (Introduction, body, conclusion)	Little or no evidence of an organizational pattern	Contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others	Clear and appropriate organizational pattern with a strong introduction, body, and conclusion
d. Uses organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers)	Grouping of Ideas	Ideas are not arranged in a meaningful order	Related ideas are generally grouped together	Related ideas are consistently grouped together; may use specific strategies (e.g., cause and effect, similarity and difference, questions and answers)
e. Begins to use appropriate structures to insure coherence (e.g., transition words and phrases, bullets, subheadings, numbering)	Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Varied transitional elements link parts of the paper

Domain 3: Style				
Elements: Standard ELA3W1	Component	Does not Meet	Meets	Exceeds
b. Uses grade-appropriate words with multiple meanings ELA3R2	Word Choice	Language is simple, repetitive, or imprecise	A mixture of descriptive language and simple, ordinary language	Sustained use of interesting, descriptive language
f. Begins to use specific sensory details (e.g., strong verbs, adjectives) to enhance descriptive effect	Word Choice	Little or no sensory detail	Some sensory details are used	Consistent use of specific sensory details to enhance descriptive effect
h. Demonstrates knowledge of when to use formal or informal language exchanges (e.g., slang, colloquialisms, idioms) ELA3C1	Audience Awareness	Little or no awareness of audience	Some attention to the audience	Attention to the audience in the introduction, body, and conclusion

**Georgia Grade 3 Writing Assessment: Scoring Rubric
RESPONSE TO LITERATURE**

Domain 1: Ideas				
Elements: Standard ELA3W1	Component	Does not Meet	Meets	Exceeds
a. Captures reader’s interest by setting a purpose and developing a point of view	Focus	Little or no evidence of focus, purpose, or point of view	Generally consistent focus; some evidence of a purpose and point of view	Sustained focus, purpose, and point of view
i. Begins to include relevant examples, facts, anecdotes, and details appropriate to audience	Supporting Details	Examples and details are limited and may be irrelevant	Includes some relevant examples, facts, anecdotes, and/or details	Relevant examples, facts, anecdotes, and details are used throughout the paper
k. Writes a response to literature demonstrating understanding of a text, formulating an opinion, and supporting a judgment	Connecting to Text	Does not formulate a position in response to the text	Begins to formulate a position and connect the text to self, outside world, or another text	Formulates and supports a position in response to the text; connects the text to self, the outside world, or another text
c. Writes text of a length appropriate to address the topic or tell a story	Development/ Completeness	Insufficient information to develop a point of view (may be limited to retelling)	Sufficient information to develop a point of view	Complete information; the writer’s point of view is well developed

Organization				
Elements: Standard ELA3W1	Component	Does not Meet	Meets	Exceeds
b. Begins to select a focus and organizational pattern based on purpose, genre, expectations, audience and length	Organizational Pattern (Introduction, body, conclusion)	Little or no evidence of an organizational pattern	Contains an introduction, body, and conclusion; one part of the paper may not be as strong as the others	Clear and appropriate organizational pattern with a strong introduction, body, and conclusion
d. Uses organizational patterns for conveying information (e.g. chronological order, cause and effect, similarity and difference, questions and answers)	Grouping of Ideas	Ideas are not arranged in a meaningful order	Related ideas are generally grouped together	Related ideas are consistently grouped together; may use specific strategies (e.g., cause and effect, similarity and difference, questions and answers)
e. Begins to use appropriate structures to insure coherence (e.g., transition words and phrases, bullets, subheadings, numbering)	Transitions	Little or no evidence of transitions	Transitions are used but may not be varied	Varied transitional elements link parts of the paper

Style				
Elements: Standard ELA3W1	Component	Does not Meet	Meets	Exceeds
b. Uses grade-appropriate words with multiple meanings ELA3R	Word Choice	Language is simple, repetitive, or imprecise	A mixture of interesting language and simple, ordinary language	Sustained use of interesting language
f. Begins to use specific sensory details (e.g., strong verbs, adjectives) to enhance descriptive effect	Word Choice	Little or no sensory detail	Some sensory details are used	Consistent use of specific sensory details to establish the writer’s voice
h. Demonstrates knowledge of when to use formal or informal language exchanges (e.g., slang, colloquialisms, idioms) ELA3C1	Audience Awareness	Little or no awareness of audience	Some attention to the audience	Attention to the audience in the introduction, body, and conclusion

**Georgia Grade 3 Writing Assessment: Scoring Rubric
CONVENTIONS (for all genres)**

Domain 4: Conventions				
Elements: Standard ELA3C1	Component	Does Not Meet	Meets	Exceeds
e. Writes in complete and coherent sentences	Sentence Formation	More incorrect and unclear sentences than correct, clear sentences	Majority of clear and correct sentences	Consistently clear and correct sentences with some complex or compound sentences
f. Uses increasingly complex sentence structure	Sentence Formation	Little or no variation in sentence structure	Some variation in sentence structure	A variety of sentence structures
a. Correctly uses subject/verb agreement and adjectives	Usage	Frequent and severe agreement mistakes	Agreement is generally correct with some mistakes	Few, if any, agreement mistakes
b. Uses nouns (singular, plural, possessive) correctly	Usage	Frequent mistakes in noun forms	Majority of correct noun forms with occasional mistakes	Consistently correct singular, plural, and possessive nouns
d. Uses personal/possessive pronouns	Usage	Frequent mistakes using personal and possessive pronouns	Generally correct personal and possessive pronouns with only occasional mistakes	Consistently correct personal and possessive pronouns
c. Uses contractions correctly	Usage	Frequent mistakes forming contractions (missing or incorrectly placed apostrophes)	Generally correct use of contractions	Consistently correct use of contractions; may use a variety of contractions
m. Uses appropriate capitalization and punctuation (end marks, commas, apostrophes, quotation marks)	Mechanics	Frequent errors in capitalization and punctuation; some basic capitalization (first word in a sentence) or punctuation (commas in a series) may be correct	Generally correct capitalization and punctuation with occasional mistakes	Correct capitalization and punctuation in a variety of contexts
l. Uses common rules of spelling and corrects words using dictionaries and other resources	Mechanics	Frequent and severe spelling errors that may distract the reader, including misspellings of common words	Generally correct spelling; spelling errors do not distract the reader	Consistently correct spelling with few errors; spelling errors occur in words that are above grade level