

Georgia Grade 3 Writing Assessment: Scoring Rubric
INFORMATIONAL WRITING

| Domain 1: Ideas - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details. | | | |
|--|--|--|---|
| Component | Does Not Meet Standard | Meets Standard | Exceeds Standard |
| 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 |
| 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 |
| 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; may paraphrase relevant information from source materials |
| Development/Completeness | Insufficient information to explain the topic | Sufficient information to explain the topic | Complete information; the topic is well developed |

| Domain 2: Organization - The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion. | | | |
|---|--|--|---|
| Component | Does Not Meet Standard | Meets Standard | Exceeds Standard |
| 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 |
| 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., questions and answers, cause and effect, similarity and difference) |
| 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 - The degree to which the writer controls language to capture the reader's interest. | | | |
|---|---|---|--|
| Component | Does Not Meet Standard | Meets Standard | Exceeds Standard |
| Word Choice | Language is simple, repetitive, or imprecise; little or no interesting language | A mixture of simple, ordinary language and interesting language (e.g., descriptive language, technical vocabulary, sensory details) | Sustained use of interesting language (e.g., descriptive language, technical vocabulary, sensory details) |
| Audience Awareness | Little or no awareness of audience | Some attention to the audience; some sense of the writer's voice | Attention to the audience in the introduction, body, and conclusion; writer's voice is clear and appropriate |

Georgia Grade 3 Writing Assessment: Scoring Rubric
PERSUASIVE WRITING

| Domain 1: Ideas - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details. | | | |
|--|--|--|--|
| Component | Does Not Meet Standard | Meets Standard | Exceeds Standard |
| 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 |
| 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 |
| Position | Lacks a clear position | States a clear position | Establishes and develops a clear position |
| Development/Completeness | Insufficient information to address the issue | Sufficient information to address the issue | Complete information; the issue is well developed |

| Domain 2: Organization - The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion. | | | |
|---|--|--|---|
| Component | Does Not Meet Standard | Meets Standard | Exceeds Standard |
| 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 |
| 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) |
| 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 - The degree to which the writer controls language to capture the reader's interest. | | | |
|---|---|---|--|
| Component | Does Not Meet Standard | Meets Standard | Exceeds Standard |
| Word Choice | Language is simple, repetitive, or imprecise; little or no interesting language | A mixture of simple, ordinary language and interesting language (e.g., descriptive language, sensory details, strong verbs) | Sustained use of interesting language (e.g., descriptive language, sensory details, strong verbs) |
| Audience Awareness | Little or no awareness of audience | Some attention to the audience; some sense of the writer's voice | Attention to the audience in the introduction, body, and conclusion; writer's voice is clear and appropriate |

Georgia Grade 3 Writing Assessment: Scoring Rubric
NARRATIVE WRITING

| Domain 1: Ideas - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details. | | | |
|--|--|--|---|
| Component | Does Not Meet Standard | Meets Standard | Exceeds Standard |
| 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 on the narrative purpose; consistent point of view |
| Supporting Details | Details and descriptions are limited and may be irrelevant | Includes some relevant details and descriptions | Relevant details and descriptions are included throughout the paper |
| 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 |
| Development/Completeness | Insufficient information to tell a story | Sufficient information to tell a story | Complete information; the events of the story are well developed |

| Domain 2: Organization - The degree to which the ideas are arranged in a clear order with a beginning, middle, and end. | | | |
|--|--|---|---|
| Component | Does Not Meet Standard | Meets Standard | Exceeds Standard |
| 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 |
| 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 |
| 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 - The degree to which the writer controls language to capture the reader's interest. | | | |
|---|---|---|--|
| Component | Does Not Meet Standard | Meets Standard | Exceeds Standard |
| Word Choice | Language is simple, repetitive, or imprecise; little or no interesting language | A mixture of simple, ordinary language and interesting language (e.g., descriptive language, sensory details, strong verbs) | Sustained use of interesting language (e.g., descriptive language, sensory details, strong verbs) |
| Audience Awareness | Little or no awareness of audience | Some attention to the audience; some sense of the writer's voice | Attention to the audience in the beginning, middle, and end; writer's voice is clear and appropriate |

Georgia Grade 3 Writing Assessment: Scoring Rubric
RESPONSE TO LITERATURE

| Domain 1: Ideas - The degree to which the writer establishes a focus and develops the main points with examples, facts, anecdotes, and details. | | | |
|--|--|---|---|
| Component | Does Not Meet Standard | Meets Standard | Exceeds Standard |
| 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 |
| 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 |
| 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 |
| 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 |

| Domain 2: Organization - The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion. | | | |
|---|--|--|---|
| Component | Does Not Meet Standard | Meets Standard | Exceeds Standard |
| 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 |
| 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) |
| 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 - The degree to which the writer controls language to capture the reader's interest. | | | |
|---|---|---|--|
| Component | Does Not Meet Standard | Meets Standard | Exceeds Standard |
| Word Choice | Language is simple, repetitive, or imprecise; little or no interesting language | A mixture of simple, ordinary language and interesting language (e.g., descriptive language, sensory details, strong verbs) | Sustained use of interesting language (e.g., descriptive language, sensory details, strong verbs) |
| Audience Awareness | Little or no awareness of audience | Some attention to the audience; some sense of the writer's voice | Attention to the audience in the introduction, body, and conclusion; writer's voice is clear and appropriate |

Georgia Grade 3 Writing Assessment: Scoring Rubric
CONVENTIONS
All Genres

| Domain 4: Conventions - The degree to which the writer demonstrates control of Sentence Formation, Usage, and Mechanics. | | | | |
|---|--|--|--|--|
| Component | Element | Does Not Meet Standard | Meets Standard | Exceeds Standard |
| Sentence Formation | Clarity and Correctness | More incorrect and unclear sentences than correct, clear sentences | Majority of clear and correct sentences | Consistently clear and correct sentences |
| | Complexity | Little or no variation in sentence structure | Some variation in sentence structure | A variety of sentence structures with some complex or compound sentences |
| Usage | Subject/Verb agreement | Frequent and severe agreement mistakes | Agreement is generally correct with some mistakes | Few, if any, agreement mistakes |
| | Noun Forms (singular, plural, possessives) | Frequent mistakes in noun forms | Majority of correct noun forms with occasional mistakes | Consistently correct singular, plural, and possessive nouns |
| | Personal and Possessive Pronouns | Frequent mistakes using personal and possessive pronouns | Generally correct personal and possessive pronouns with only occasional mistakes | Consistently correct personal and possessive pronouns |
| Mechanics | Spelling | 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 |
| | Punctuation (commas, apostrophes, quotation marks) | Frequent errors in punctuation; some basic punctuation (commas in a series) may be correct | Generally correct punctuation with occasional mistakes | Correct punctuation in a variety of contexts |
| | Capitalization | Frequent errors in capitalization; some basic capitalization (first word in a sentence) may be correct | Generally correct capitalization with occasional mistakes | Correct capitalization in a variety of contexts |
| | Contractions | 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 |