

**Elk Grove Unified School District – Informational/Explanatory Text-Based Rubric, Grade 3**

	<b>4 (Above Grade Level)</b>	<b>3 (At Grade Level)</b>	<b>2 (Approaching Grade Level)</b>	<b>1 (Below Grade Level)</b>
<b>Focus/ Information</b> CCSS*: ➤ RIT – 1 ➤ W – 2	<ul style="list-style-type: none"> <li>• Responds skillfully to all parts of the prompt</li> <li>• Demonstrates a strong understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to all parts of the prompt</li> <li>• Demonstrates an understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to most parts of the prompt</li> <li>• Demonstrates limited understanding of topic/text(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to some or no parts of the prompt</li> <li>• Demonstrates little to no understanding of topic/text(s)</li> </ul>
<b>Organization</b> CCSS: ➤ W – 2a ➤ W – 2c ➤ W – 2d ➤ W – 4	<ul style="list-style-type: none"> <li>• Organizes ideas and information into logical, coherent paragraphs that are clear to the reader</li> <li>• Skillfully groups and structures related information in paragraphs and sections</li> <li>• Uses linking words and phrases strategically to connect ideas within categories of information</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes ideas and information using a clear topic sentence, details, explanation, and concluding sentence</li> <li>• Groups related information together</li> <li>• Uses effective linking words and phrases to connect ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion)</li> <li>• Grouping of ideas lacks cohesion (e.g., list-like, rambling, or repetitive)</li> <li>• Attempts to use some simplistic linking words to connect ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Organizes with no evidence of paragraph structure</li> <li>• Does not group related information together</li> <li>• Uses no linking words</li> </ul>
<b>Support/ Evidence</b> CCSS: ➤ RIT – 1 ➤ W – 2b ➤ W – 8	<ul style="list-style-type: none"> <li>• Skillfully uses relevant and substantial text support from the resources with accuracy</li> <li>• Uses credible and varied sources</li> <li>• Develops the topic with facts, definitions, concrete details, quotations, or other information and examples</li> </ul>	<ul style="list-style-type: none"> <li>• Uses relevant and sufficient text support from the resources with accuracy</li> <li>• Uses credible sources</li> <li>• Develops the topic with facts, definitions, and details</li> </ul>	<ul style="list-style-type: none"> <li>• Uses mostly relevant text support but may lack sufficient evidence and/or accurate use</li> <li>• Uses mostly credible sources</li> <li>• Develops the topic with limited facts, definitions, or details</li> </ul>	<ul style="list-style-type: none"> <li>• Does not use relevant or sufficient text support from the resources with accuracy</li> <li>• Uses few to no credible sources</li> <li>• Uses few to no facts, definitions, or details</li> </ul>
<b>Language</b> CCSS: ➤ L – 1 ➤ L – 2	<ul style="list-style-type: none"> <li>• Uses purposeful and varied sentence structures</li> <li>• Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance readability</li> <li>• Utilizes precise and sophisticated word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Uses correct and varied sentence structures</li> <li>• Demonstrates grade level appropriate conventions; errors are minor and does not interfere with readability</li> <li>• Utilizes strong and grade-level appropriate word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Uses some correct sentence structures</li> <li>• Demonstrates some grade level appropriate conventions, but errors may interfere with readability</li> <li>• Utilizes vague or basic word choice</li> </ul>	<ul style="list-style-type: none"> <li>• Uses little to no correct sentence structure</li> <li>• Demonstrates limited understanding of grade level appropriate conventions, and errors interfere with the readability</li> <li>• Utilizes incorrect and/or simplistic word choice</li> </ul>

\*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT” = Reading-Informational Text; “L”= Language strand)

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (3<sup>rd</sup>) as well as the preceding and subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 4<sup>th</sup> grade standards were referenced.

**CA Common Core State Standards (CCSS) Alignment**

The letter abbreviations are as follows: CCSS = Common Core State Standards      W = Writing      RIT= Reading – Informational Text      L=Language

Strand (Domain)	2nd	3rd	4th
<b>Writing</b>	<p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>e. Provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.</p> <p>4. Produce clear and coherent writing (including multi-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience.</p> <p>8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, <b>paraphrase</b>, and categorize information, and provide a list of sources.</p>
<b>Reading – Informational Text</b>	<p>1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p>	<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
<b>Language</b>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>