

**Georgia Grade 3 Writing Assessment: Scoring Rubric**  
**INFORMATIONAL WRITING**

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

<b>Domain 2: Organization</b> - The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion.			
<b>Component</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
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

<b>Domain 3: Style</b> - The degree to which the writer controls language to capture the reader's interest.			
<b>Component</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
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**

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

<b>Domain 2: Organization</b> - The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion.			
<b>Component</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
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

<b>Domain 3: Style</b> - The degree to which the writer controls language to capture the reader's interest.			
<b>Component</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
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**

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

<b>Domain 2: Organization</b> - The degree to which the ideas are arranged in a clear order with a beginning, middle, and end.			
<b>Component</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
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

<b>Domain 3: Style</b> - The degree to which the writer controls language to capture the reader's interest.			
<b>Component</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
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**

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

<b>Domain 2: Organization</b> - The degree to which the ideas are arranged in a clear order with an introduction, body, and conclusion.			
<b>Component</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
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

<b>Domain 3: Style</b> - The degree to which the writer controls language to capture the reader's interest.			
<b>Component</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
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**

<b>Domain 4: Conventions</b> - The degree to which the writer demonstrates control of Sentence Formation, Usage, and Mechanics.				
<b>Component</b>	<b>Element</b>	<b>Does Not Meet Standard</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
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