

## Grade 3 Descriptive Paragraph Rubric

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

CATEGORY	I'm there!	I'm on my way!	I'm working towards!	I'm beginning!
<b>Ideas</b>	<ul style="list-style-type: none"> <li>- Focus is on one topic</li> <li>- Main idea and supporting details are clear and relevant to the topic</li> <li>- Interesting details that create meaning for the reader.</li> <li>- Elaborate on their idea by expanding their details.</li> </ul>	<ul style="list-style-type: none"> <li>- Focus is on one topic</li> <li>- Main idea and supporting details are relevant to the small moment.</li> <li>- Includes some interesting details.</li> <li>- Has begun to expand their details to elaborate on their idea.</li> </ul>	<ul style="list-style-type: none"> <li>- Some attempt to focus on one topic</li> <li>- Includes some details that are relevant to the topic</li> <li>- Has made some attempt to expand their details.</li> </ul>	<ul style="list-style-type: none"> <li>- There is little/no attempt to focus on one topic.</li> <li>- There is little/no attempt to include relevant details.</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>- Use of engaging words that are selected to convey the intended impression in an interesting and natural way</li> <li>- The words paint a clear picture in the reader's mind.</li> <li>- Descriptive/sparkle words are used correctly and with creativity.</li> <li>- Varied sentence starters</li> </ul>	<ul style="list-style-type: none"> <li>- Attempts to make some interesting word choices to enhance their story.</li> <li>- The words are beginning to paint a picture in the reader's mind.</li> <li>- Has begun to use some descriptive/sparkle words correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Student makes some attempt to use word choices to enhance meaning.</li> <li>- Attempts to include a few sparkle/descriptive words when prompted.</li> </ul>	<ul style="list-style-type: none"> <li>- There is little/no evidence of an attempt to use interesting word choices to enhance meaning.</li> <li>- There is little/no attempt to include a few sparkle/descriptive words when prompted.</li> </ul>
<b>Sentence Fluency</b>	<ul style="list-style-type: none"> <li>- Sentences are fluent, and easy to read</li> <li>- Attempts to create complex sentences.</li> <li>- Sentences well crafted with varied lengths</li> </ul>	<ul style="list-style-type: none"> <li>- Most sentences are fluent and easy to read</li> <li>- Attempts to make some sentences more complex.</li> <li>- Varied length sentences</li> </ul>	<ul style="list-style-type: none"> <li>- Run-on sentences or simple/incomplete sentences make the piece difficult to read.</li> </ul>	<ul style="list-style-type: none"> <li>- The piece is difficult to read.</li> </ul>
<b>Conventions</b> <i>Punctuation and capitalization, paragraphing, language structure, sentence structure and spelling.</i>	<ul style="list-style-type: none"> <li>- Consistently uses correct punctuation, capitalization and spelling of commonly used words.</li> <li>- Uses environmental print &amp; appropriate spelling strategies.</li> </ul>	<ul style="list-style-type: none"> <li>- Usually uses correct punctuation, capitalization and correct spelling of commonly used words.</li> <li>- Usually uses environmental print &amp; appropriate spelling strategies.</li> </ul>	<ul style="list-style-type: none"> <li>- Demonstrates some understanding of correct punctuation, capitalization and spelling of commonly used words but does not interfere with meaning.</li> <li>- Some attempt to use environmental print &amp; phonetic spelling strategies</li> </ul>	<ul style="list-style-type: none"> <li>- Numerous errors in conventions that interfere with meaning.</li> </ul>

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