

## TNReady Grade 3 Writing Rubric

Score	Focus, Organization, and Development	Language and Conventions
<b>4</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>fully addresses the prompt.</li> <li>is a cohesive paragraph and includes a clear introduction and conclusion.</li> <li>includes relevant and sufficient supporting details or evidence from the passage.</li> <li>utilizes a consistent mode of writing.</li> </ul>	<p>The response:</p> <ul style="list-style-type: none"> <li>illustrates consistent command of language.<sup>1</sup></li> <li>utilizes a variety of appropriate linking words and phrases.</li> <li>demonstrates consistent command of grade-level conventions of standard written English.</li> <li>contains few, if any, errors in grammar, spelling, capitalization, and/or punctuation.</li> </ul>
<b>3</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>generally addresses the prompt.</li> <li>is a paragraph and includes an adequate introduction and conclusion.</li> <li>includes adequate supporting details or evidence from the passage.</li> <li>utilizes a mostly consistent mode of writing.</li> </ul>	<p>The response:</p> <ul style="list-style-type: none"> <li>illustrates adequate command of language.<sup>1</sup></li> <li>utilizes appropriate linking words and phrases.</li> <li>generally demonstrates adequate command of grade-level conventions of standard written English.</li> <li>contains errors in grammar, spelling, capitalization, and/or punctuation, but they do not interfere with understanding.</li> </ul>
<b>2</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>partially addresses the prompt.</li> <li>lacks the cohesion of a paragraph and may contain a limited, weak introduction and/or conclusion.</li> <li>includes some supporting details or evidence from the passage.</li> <li>may attempt to utilize a mode of writing.</li> </ul>	<p>The response:</p> <ul style="list-style-type: none"> <li>illustrates inconsistent command of language.<sup>1</sup></li> <li>utilizes basic and/or repetitive linking words and phrases.</li> <li>demonstrates inconsistent command of grade-level conventions of standard written English.</li> <li>contains some errors in grammar spelling, capitalization, and/or punctuation, and they may interfere with understanding.</li> </ul>
<b>1</b>	<p>The response:</p> <ul style="list-style-type: none"> <li>attempts to address the prompt, but ideas are unclear.</li> <li>consists mostly of disjointed sentences and/or phrases.</li> <li>lacks supporting details or evidence from the passage.</li> <li>is too limited to discern a mode of writing.</li> </ul>	<p>The response:</p> <ul style="list-style-type: none"> <li>illustrates little, if any, use of appropriate language.<sup>1</sup></li> <li>utilizes few, if any, linking words and phrases.</li> <li>demonstrates little, if any, use of grade-level conventions of standard written English.</li> <li>contains numerous errors in grammar spelling, capitalization, and/or punctuation that impede understanding.</li> </ul>

<sup>1</sup> Language refers to the use of grade appropriate words and phrases.

**NOTE:** Due to the limited amount of writing required by grade 3 writing prompts (one paragraph), we have combined the previous four scoring criteria into two sections: "Development" has been combined with "Focus and Organization," while "Language" has been combined with "Conventions." Each of the two categories is scored on a four-point scale for a scoring structure of 4 points x 2 categories = 8 points.