MGA ELA Scoring Rubric: Grade 3

For writing focused on W.1 and W.2

Please use this construct to frame the scoring of student responses:

3 – effective (to highly effective)
2 – adequate
1 – limited/inconsistent
0 – minimal/insufficient

Written Expression

Score	Organization
3	**Response is consistently and clearly focused. Organization is purposeful and effective.** • Clearly communicates/introduces an opinion or controlling idea of a topic. • Groups related information together effectively. • Effectively uses linking words and phrases to connect ideas within categories of information or to connect opinion and reasons. • Provides a concluding statement related to the topic or opinion.
2	**Response is generally focused. Organization is evident and provides an adequate sense of completeness.** • Communicates/introduces an opinion or controlling idea of a topic. • Groups related information together most of the time. • Uses linking words and phrases to connect ideas within categories of information or to connect opinion and reasons. • Provides concluding statement that mostly relates to the topic or opinion.
1	**Response is somewhat focused. Organization is limited and inconsistent, with some evident flaws.** • Ineffectively communicates/introduces an opinion or controlling idea of a topic that may require inferences. • Groups related information together somewhat, with many ideas only loosely connected. • Inconsistently uses some linking words to connect ideas within categories of information or to connect opinions and reasons. • Provides a concluding statement that may not be directly related to the topic/opinion.
0	**Response has limited or no focus. Organization is minimal or nonexistent.** • Provides no opinion or controlling idea, or the opinion or controlling idea is difficult to infer. • Groups information with minimal or no clear connections or relationships. • Uses few, if any, linking words to connect ideas. • Provides no concluding statement, or the concluding statement is difficult to discern.

Written Expression

Score	Purpose and Development
3	**Response is appropriate to task and purpose and provides effective development of ideas using clear reasoning and relevant, text-based support.** • Develops topic in a manner that is appropriate to task and purpose. • Provides effective development of the topic using clear reasoning. • Supports topic using relevant facts, definitions, and details from the text.
2	**Response is mostly appropriate to task and purpose and provides sufficient development of ideas using mostly clear reasoning and mostly relevant, text-based support.** • Develops topic in a way that is mostly appropriate to task and purpose. • Provides adequate development of the topic using mostly clear reasoning. • Supports topic using mostly relevant facts, definitions, and details from the text.
1	**Response is somewhat appropriate to task and/or purpose, providing limited or uneven development of ideas using somewhat vague reasoning and limited text-based support.** • Develops topic in a way that is somewhat appropriate to task and/or purpose. • Provides development that is uneven or limited. • Provides some reasoning, but reasoning may be vague, showing weak connections and relationships. • Supports topic with limited facts, definitions, and details from the text.
0	**Response is inappropriate to task or purpose, providing minimal or no development of ideas, indiscernible reasoning, and no text-based support.** • Develops topic in a way that is inappropriate to task or purpose. • Provides little to no development of ideas. • Provides development like listing or naming without making any connections that show relationships or reasoning. • Provides little to no support.

Knowledge of Language and Conventions

Score	Knowledge of Language and Conventions
2	**Response demonstrates command of conventions.** • There may be some errors in punctuation, capitalization, grammar, and usage, but overall meaning is generally clear. • To achieve a score of 2, the response will contain 3+ sentences of student's own writing. Note: Factors like complex sentence construction may compensate for a lower sentence count.
1	**Response demonstrates partial command of conventions.** • A few patterns of errors in punctuation, capitalization, grammar, and usage begin to impede understanding. • Patterns of errors may slow the reader or cause the reader to adjust, but the reader can readily make sense. • Student response has insufficient original writing to determine "command" at the Score 2 level. • Student response may be very brief, but the variety and/or complexity of a sentence, clarity of thought, and command of mechanics demonstrates control.
0	**Response demonstrates little or no command of conventions.** • There are patterns of errors in punctuation, capitalization, grammar, and usage. • Patterns of errors cause the reader to stop to reread; they force the reader to repeatedly infer word/grammar corrections to build sense in the writing. • Student response is insufficient for scoring (one complete sentence or less).

CCSS * Indicates Progressive	Knowledge of Language and Conventions Grade 3
L.3.1	*Demonstrate command of the conventions of standard English **grammar and usage** when writing or speaking.*
	Use abstract nouns (e.g., childhood).
	Form and use regular and irregular verbs.
	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
	Ensure subject-verb and pronoun-antecedent agreement.*
	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
	Use coordinating and subordinating conjunctions.
	Produce simple, compound, and complex sentences.
L.3.2	*Demonstrate command of the conventions of standard English **capitalization, punctuation, and spelling** when writing.*
	Capitalize appropriate words in titles.
	Use commas in addresses.
	Use commas and quotation marks in dialogue.
	Form and use possessives.
	Form and use regular and irregular plural nouns.