# 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.**<br>• Clearly communicates/introduces an opinion or controlling idea of a topic.<br>• Groups related information together effectively.<br>• Effectively uses linking words and phrases to connect ideas within categories of information or to connect opinion and reasons.<br>• 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.**<br>• Communicates/introduces an opinion or controlling idea of a topic.<br>• Groups related information together most of the time.<br>• Uses linking words and phrases to connect ideas within categories of information or to connect opinion and reasons.<br>• 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.**<br>• Ineffectively communicates/introduces an opinion or controlling idea of a topic that may require inferences.<br>• Groups related information together somewhat, with many ideas only loosely connected.<br>• Inconsistently uses some linking words to connect ideas within categories of information or to connect opinions and reasons.<br>• 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.**<br>• Provides no opinion or controlling idea, or the opinion or controlling idea is difficult to infer.<br>• Groups information with minimal or no clear connections or relationships.<br>• Uses few, if any, linking words to connect ideas.<br>• 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.**<br>• Develops topic in a manner that is appropriate to task and purpose.<br>• Provides effective development of the topic using clear reasoning.<br>• 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.**<br>• Develops topic in a way that is mostly appropriate to task and purpose.<br>• Provides adequate development of the topic using mostly clear reasoning.<br>• 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.**<br>• Develops topic in a way that is somewhat appropriate to task and/or purpose.<br>• Provides development that is uneven or limited.<br>• Provides some reasoning, but reasoning may be vague showing weak connections and relationships.<br>• 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.**<br>• Develops topic in a way that is inappropriate to task or purpose.<br>• Provides little to no development of ideas.<br>• Provides development like listing or naming without making any connections that show relationships or reasoning.<br>• Provides little to no support. |

**Knowledge of Language and Conventions**

| Score | Knowledge of Language and Conventions |
|---|---|
| 2 | **Response demonstrates command of conventions.**<br>• There may be some errors in punctuation, capitalization, grammar, and usage, but overall meaning is generally clear.<br>• 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.**<br>• A few patterns of errors in punctuation, capitalization, grammar, and usage, begin to impede understanding.<br>• Patterns of errors may slow the reader or cause the reader to adjust, but the reader can readily make sense.<br>• Student response has insufficient original writing to determine "command" at the Score 2 level.<br>• 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.**<br>• Patterns of errors in punctuation, capitalization, grammar, and usage.<br>• 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.<br>• Student response is insufficient for scoring (one complete sentence or less). |

| CCSS<br>* 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. |