

Kentucky Academic Standards for Reading and Writing – Informative/Explanatory Instructional Rubric – Grade 3

Guiding Principle C2: Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Note: In Grade 3, students compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.

Scoring elements	Novice	Apprentice	Proficient	Distinguished
Clarity and Coherence	Weakly introduces a topic that may lack focus or be unclear. Misses many or all demands of the prompt/task.	Attempts to introduce and maintain a topic but may have lapses in focus. Attempts to address some demands of the prompt/task.	Effectively introduces and maintains a topic. Addresses all demands of the prompt/task.	Skillfully introduces and maintains a topic. Thoroughly addresses all demands of the prompt/task.
Support	Includes minimal or no purposeful development of the topic. Uses few or no facts, definitions and details related to the topic. Makes minimal or no attempt to include illustrations when useful to aid comprehension. Provides incomplete, inaccurate and/or irrelevant explanations of evidence and ideas and information.	Attempts to develop the topic with facts, definitions and details related to the topic. Attempts to include illustrations when useful to aid comprehension. Provides vague and/or general explanations in an attempt to support ideas.	Develops the topic with facts, definitions and details related to the topic. Includes illustrations when useful to aid comprehension. Provides explanations that link evidence to support ideas.	Thoroughly develops the topic with facts, definitions and details related to the topic that strengthens the composition. Skillfully incorporates illustrations when useful to aid comprehension. Provides explanations which clearly link evidence to support ideas.
Sourcing	Lacks the use of sources to examine a topic and makes little or no attempt to convey ideas and information. Cites little or no evidence. Little or no use of summarizing and/or paraphrasing of facts, definitions and details related to the topic.	Attempts to use sources to examine a topic and attempts to convey ideas and information. Inconsistently cites evidence. Attempts to summarize and/or paraphrase facts, definitions and details related to the topic.	Accurately and effectively uses sources to examine a topic and to convey ideas and information. Effectively cites evidence by summarizing and/or paraphrasing facts, definitions and details related to the topic.	Accurately and skillfully uses sources to examine a topic and to convey ideas and information. Consistently and thoroughly cites evidence by summarizing and/or paraphrasing facts, definitions and details related to the topic.

Scoring elements	Novice	Apprentice	Proficient	Distinguished
Organization	Builds minimal or no overall structure to examine and provide the information/explanation. Ineffectively groups related information together. Makes a minimal attempt or makes no attempt to use conjunctions and transitions in sentences and paragraphs. Provides a weak conclusion section or lacks a conclusion section to support the information and explanation presented.	Attempts to build a structure to examine and provide the information/explanation. Attempts to group related information together. Attempts to use conjunctions and transitions in sentences and paragraphs, but they are simple and/or infrequent . Provides a basic conclusion section in an attempt to support the information and explanation presented.	Builds and maintains text structure to examine and provide the information/explanation. Logically groups related information together. Uses appropriate conjunctions and varied transitions in sentences and paragraphs. Provides an effective conclusion section that supports the information or explanation presented.	Builds and maintains a clear structure to examine and provide the information/explanation. Skillfully groups related information together to strengthen the composition. Consistently uses appropriate conjunctions and varied transitions in sentences and paragraphs. Provides a thorough conclusion section to support the information or explanation presented.
Language/Conventions	Lacks writing development, with guidance and support from adults, that is appropriate for task and purpose. Uses simple or imprecise language. Lacks specific vocabulary to inform about or explain the topic. Makes significant errors in the conventions of General American English grammar, usage, spelling, capitalization and punctuation which interfere with understanding the writing.	Attempts to develop writing, with guidance and support from adults, that is appropriate to task and purpose. Attempts to use precise language and domain-specific vocabulary to inform about or explain the topic. Makes frequent errors in using the conventions of General American English grammar, usage, spelling, capitalization and punctuation which may interfere with understanding the writing.	Establishes and maintains writing, with guidance and support from adults, that is developed appropriate to task and purpose. Effectively uses precise language and domain-specific vocabulary to inform about or explain the topic. Effectively uses the conventions of General American English grammar, usage, spelling, capitalization and punctuation with minor errors that do not interfere with understanding the writing.	Consistently establishes and maintains a sophisticated writing development, with guidance and support from adults, that is appropriate to task and purpose. Consistently uses precise language and domain-specific vocabulary to inform about or explain the topic. Skillfully uses the conventions of General American English grammar, usage, spelling, capitalization and punctuation with few , minor errors that do not interfere with understanding the writing.

