

3<sup>rd</sup> Grade Writing, Listening, Speaking, and Viewing

STANDARD	EXCEEDS	PROFICIENT	DEVELOPING	NEEDS IMPROVEMENT
<b>Writing: Demonstrates legibility in formation and spacing in handwriting</b>	Completes assignments with proper formation and spacing. Written work is always legible.	Completes assignments with proper formation and spacing. Written work is usually legible.	Completes assignments in attempt to use proper formation and spacing. Written work is sometimes legible.	Completes assignments without using proper formation and spacing. Written work is not legible.
<b>Writing: Writes with appropriate punctuation, capitalization, grammar, and spelling</b>	Strengthens writing piece independently, editing for grade level conventions (punctuation, capitalization, grammar, and spelling.)	Strengthens writing piece independently as well as with peer/teacher suggestions, editing for grade level conventions (punctuation, capitalization, grammar, and spelling.)	Uses peer/teacher suggestions and assistance to alter writing piece; does not edit independently to strengthen own writing piece	Relies on teacher to edit writing for grade level conventions (capitalization, punctuation, grammar, and spelling.)
<b>Writing: Demonstrates ideas and word choice</b>	Independently produces written work with purposeful ideas and word choice. Independently uses pre-planning and pre-writing strategies to strengthen ideas and word choice.	Produces purposeful ideas and word choice independently and with the help of peers/teacher. Uses planning and pre-writing strategies to strengthen ideas and word choice independently and with the help of peers/teacher.	Produces ideas and word choice with the help of peers/teachers. Uses planning and pre-writing strategies to develop ideas and word choice with the help of peers/teachers.	Relies on teacher to create ideas and word choice. Relies on teacher for planning and pre-writing strategies.
<b>Writing: Writes a well-organized opinion</b>	Independently creates an opinion piece that supports the writer's point of view and includes the following: introduction, supporting reasons, linking words,	Creates an opinion piece that includes the following: introduction, supporting reasons, linking words, and a concluding statement. Needs minimal assistance	Creates an opinion piece that includes an opinion statement and supporting reasons, but excludes the introduction, linking words, OR concluding statement. Needs	Creates an opinion piece with an opinion statement and reasons but excludes the introduction, linking words, AND concluding statement. Relies heavily

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	and a concluding statement.	from peers/teacher.	substantial help from peers/teacher.	on peer/teacher assistance.
<b>Writing: Writes a well-organized informative/explanatory story</b>	Independently creates an informative/explanatory text to examine a topic and express ideas and information clearly. Piece includes the following: introduction, related details/facts/definitions that enhance the text, linking words and phrases, and a concluding statement.	Creates an informative/explanatory paragraph that includes the following: introduction, related details/facts/definitions grouped together, linking words and phrases, and a concluding statement. Needs minimal assistance from peers/teacher.	Creates an informative/explanatory paragraph that includes the following: introduction, related details/facts/definitions, and a concluding statement. Needs substantial help from peers/teacher.	Creates an informative/explanatory paragraph that includes a main idea but lacks related details/facts/definitions. Relies heavily on peer/teacher assistance.
<b>Writing: Gains information from a variety of sources</b>	Independently uses text features and search tools to locate information relevant to a given topic. Uses schema and gathers information from a variety of print and digital sources. Takes accurate notes and categorizes information <b>related to different aspects</b> on a focused topic.	Uses text features and search tools to locate information relevant to a given topic. Uses schema and gathers information from a variety of print and digital sources. Takes accurate notes and categorizes information related to a focused topic. Needs minimal assistance from peers/teacher.	Uses text features and search tools to locate irrelevant or limited information. Uses schema and gathers information from print and digital sources. Takes limited notes. Needs substantial help from peers/teacher.	Uses schema and limited multimedia resources to gather information or inaccurately collects information from multimedia resources. Relies heavily on peer/teacher assistance.
<b>Listening/Speaking/Viewing: Presents information on topic with appropriate speaking characteristics</b>	Presents information with appropriate facts and relevant, descriptive details. Always speaks clearly at an understandable pace.	Presents information with appropriate facts and relevant, descriptive details. Usually speaks clearly at an understandable pace.	Presents information, facts, and descriptive details. Usually speaks clearly at an understandable pace.	Presents information and facts. Rarely speaks clearly or at an understandable pace.

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<b>Listening/Speaking/ Viewing: Demonstrates listening behaviors</b>	Engages in collaborative discussions with peers, building on others' ideas. Asks relevant questions about information from a speaker, offering appropriate elaboration and details.	Engages in collaborative discussions with peers. Asks relevant questions about information from a speaker.	Engages in collaborative discussions with peers with assistance from peers/teacher. Asks questions about information from a speaker with assistance from peers/teachers	Does not engage in discussions with peers or does not ask questions about information from a speaker.
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