

Grade 3 ELL Writing Rubric- Burnaby School District

Aspect	Level 1	Level 2	Level 3	Level 4
<p>Purpose/Meaning</p> <ul style="list-style-type: none"> knowledge of how ideas are organized and connected depth of content clarity of purpose 	<ul style="list-style-type: none"> - purpose is unclear - little awareness of audience - few details - simple listing of ideas - limited content due to lack of language 	<ul style="list-style-type: none"> - purpose may not be clear - limited awareness of audience - includes some details and/or examples - may be a listing of ideas with simple reasons - may end abruptly 	<ul style="list-style-type: none"> - purpose clear but focus waivers - some awareness of audience and purpose - several details and/or examples - logical order of ideas but not fully developed or supported 	<ul style="list-style-type: none"> - purpose is clear - demonstrates an increased awareness of audience - logical order of ideas - ideas well-developed but focus may shift abruptly; may lack cohesion - provides relevant details to support main idea
<p>Organization /Structure</p> <ul style="list-style-type: none"> match of language to task varied sentence structure use of transition words/phrases 	<ul style="list-style-type: none"> - repetitive sentences/phrases - patterned sentences - few or no transition words - overuse of linking conjunctions (...and...and...) - no introduction or conclusion 	<ul style="list-style-type: none"> - repetitive - some sentence variety; some evidence of compound sentences - limited use of transition words - may attempt introduction and conclusion - writing is similar to spoken language 	<ul style="list-style-type: none"> - attempts a variety of sentence structures, simple, compound, complex, with errors - beginning to use transitions words/phrases - may include an introduction and often a conclusion 	<ul style="list-style-type: none"> - constructs simple, compound and complex sentences, with minimal errors - incorporates a variety of transition words/phrases - may include both introduction and conclusion
<p>Vocabulary/Word Choice</p> <ul style="list-style-type: none"> knowledge of words and their meaning 	<ul style="list-style-type: none"> - simple, concrete vocabulary - repetitive - limited output due to vocabulary restrictions - incorrect word choice - may rely on visual representation 	<ul style="list-style-type: none"> - mostly high frequency vocabulary but may include some content-specific words - repetitive - errors in word choice - evidence of circumlocution- the use of more words than necessary to express an idea- due to restricted vocabulary 	<ul style="list-style-type: none"> - wider range of vocabulary - some errors in word choice - attempts to include higher level vocabulary appropriate to topic - some use of academic, content-specific words 	<ul style="list-style-type: none"> - variety of higher level vocabulary related to topic - minimal errors in word choice- do not interfere with meaning - word choice is more precise - some use of academic, content-specific words
<p>Conventions</p> <ul style="list-style-type: none"> control of grammar and surface features 	<ul style="list-style-type: none"> - limited use of grammar conventions - frequent errors or omissions in punctuation/capitalization - use of phonetic/invented spelling - frequent errors in verb tense 	<ul style="list-style-type: none"> - frequent grammar errors - inconsistent use of punctuation and capitalization - mix of conventional and invented spelling - attempts a variety of verb tenses but continues to demonstrate errors in subject/verb agreement, tense, form 	<ul style="list-style-type: none"> - some errors in grammar- do not interfere with meaning - more consistent use of punctuation and capitalization - mostly correct spelling, some errors in low frequency vocabulary - demonstrates more consistent control over verb tense/form 	<ul style="list-style-type: none"> - minimal errors with basic grammar and conventions- do not interfere with meaning - minimal errors in spelling - varied verb tense and form, with some errors