Grade 3 Proficiency Scale for Writing/Representing

**short stories, multi-page stories, personal writes, letters, poems, simple expository text (nonfiction), digital presentations, interest-based writing*

Performance Standards & Writing Traits		**Emerging:** The learner demonstrates an **initial** understanding of the concepts and competencies and requires ongoing support that directly relates to the learning standard.	**Developing:** The learner demonstrates a **partial** understanding of the concepts and competencies and requires some support that directly relates to the learning standard.	**Proficient:** The learner consistently demonstrates a **complete** understanding of the concepts and competencies at an independent level.	**Extending:** The learner demonstrates a **sophisticated** understanding of the concepts and competencies and goes beyond what is expected.
**** Universal supports are accessible to all learners with the goal of removing any barriers. They allow students to demonstrate their knowledge, skills and understanding of a particular learning standard or competency.*					
Snapshot		**The student can attempt to plan and create communication forms.**	**The student can plan and create some communication forms for different purposes and audiences.**	**The student can plan and create a variety of communication forms for different purposes and audiences.**	**The student can plan and create a variety of communication forms for various purposes and audiences.**
Skills/Strategies		**I can…**	**I can…**	**I can…**	**I can…**
Meaning	Ideas • opinions • ideas, • related-questions • considering views of others	• attempt to develop an idea; may be copied • attempt to create a piece of text • attempt to organize text with more than one sentence	• generate a main idea; may or may not be original • create text that may instruct/inspire/entertain the reader • sometimes organize text (3-5+ sentences) that includes some basic explanations, details or examples to support the text	• generate a main idea using my own ideas, opinions, questions, experiences • create an original text that instructs/inspires/entertains the reader • organize text with multiple sentences (6-8+) that includes some explanations, details, or examples to support the text	• generate a unique main idea from my own ideas, opinions, questions, experiences. • create a sophisticated text that deeply entertains/inspires/instructs the reader • organize text with multiple (6-8+) sentences with sophisticated explanations, details, or examples to support the text
Style	Word Choice Literary Elements: simile, *images, imagery, rhythm, rhyme, alliteration,* poetic, *descriptive, figurative language* Story Elements: setting, plot, character, theme, conflict	• attempt to show understanding of literary elements • attempt to show understanding of story elements • attempt to use nouns, verbs, adjectives, and adverbs	• show some understanding of literary elements • show some understanding of story elements • use some nouns, verbs, adjectives, or adverbs	• show an understanding of literary elements • show an understanding of story elements • use more complex nouns, verbs, adjectives, and adverbs	• show a sophisticated understanding of literary elements • show a sophisticated understanding of story elements
	Sentence Fluency Subordinate Conjunction: words that connect an independent clause with a dependent clause.	• attempt to write in phrases or in basic sentences • attempt to use connecting words • attempt to use a subordinate conjunction	• write basic, simple sentences; attempt to write compound sentences • use some transition words (may be repetitive) • sometimes write sentences that include subordinate conjunctions	• write simple and compound sentences to express and support my ideas in writing • use several transition words to connect my ideas • write sentences that include subordinate conjunctions	• write using a variety of compound and complex sentences to express and support my ideas in writing • use several sophisticated transition words to connect ideas • write complex sentences that include a variety of subordinate conjunctions
	Voice	• attempt to show personality; limited or show a loose reflection of myself	• show some personality; may reflect me. My ideas sometimes reflect my own journey or offer a basic sense of identity	• create writing that reflects who I am; My ideas often reflect my own journey or offer a sense of identity	• My personality shines through; My ideas are rich and give a strong sense of identity
Form	Organization • structure • form • flow • beginning, end	• attempt to link ideas; unrelated • attempt to write texts that are accurate and sequenced • attempt to include a beginning • attempt to include an ending • attempt to write fiction that follows sequence and has a purpose • attempt to use story form • attempt to write non-fiction that may include a topic sentence connected to opinions, experiences, or feelings • attempt to use text features	• connect some ideas; in order or a list • write some texts that are accurate and sequenced • develop a basic beginning • sometimes include a basic ending • write fiction that sometimes follows a logical sequence with a purpose • sometimes use some features of story form • write non-fiction that sometimes has a topic sentence and may connect to opinions, experiences, or feelings • use some text features that are relevant	• keep my ideas on topic and related • write accurate, often logically sequenced texts • create a related beginning • create a connected ending • write fiction that follows a logical sequence with a clear purpose • use some key features of story form (plot, characters, dialogue, conflict, setting) • write non-fiction that has a topic sentence with some development that connects to opinions, experiences, or feelings • use text features that are clear and relevant	• creatively connect my on-topic ideas • write sophisticated texts that are accurate and logically sequenced • create a strong, interesting beginning • create a sophisticated, connected ending • write sophisticated fiction that follows a logical sequence with a clear purpose • use sophisticated features of story form • write sophisticated non-fiction with a topic sentence that connects to opinions, experiences, or feelings • use a wide variety of sophisticated text features that are clear and relevant
Conventions • Spelling (patterns, word families; word knowledge: affixes, suffixes, morphology) • Grammar ○ (e.g., "The horse runs fast." and "The horses run fast.") ○ (e.g., "The boy's arm was injured") ○ (e.g., "I couldn't go to the park because I had basketball practice.") • Punctuation (common sentence punctuation, comma, contraction apostrophe, capitalization) • Printing		• attempt to use some conventional spelling for words with taught spelling patterns • attempt to apply knowledge of spelling patterns and select between spelling choices • attempt to understand some homographs • attempt to use basic grammar • attempt to use common homophones correctly • attempt subject-verb agreement in sentences • attempt to use possessive nouns • attempt to use punctuation • attempt to write with accurate letter-formation and spacing • attempt to edit my work • attempt to begin finding grammatical errors	• use some conventional spelling for words with taught spelling patterns and may recognize exceptions to the rules • apply some knowledge of spelling patterns and sometimes select between spelling choices accurately • sometimes understand homographs • include some accurate grammar • sometimes use common homophones correctly • sometimes ensure subject-verb agreement in sentences • sometimes use possessive nouns • use some accurate punctuation • write with some legibility and spacing between words • revise and edit some of my work by re-reading text to find and correct punctuation or spelling errors • begin to find grammatical errors, when prompted, may or may not correct them	• use conventional spelling for words with taught spelling patterns and recognize exceptions to the rules • apply knowledge of spelling patterns and select between spelling choices accurately • understand homographs • include near-accurate grammar • use common homophones correctly • ensure subject-verb agreement in sentences • use possessive nouns • use common punctuation, including commas in a series, dates, and quotation marks • use legible handwriting with appropriate spaces between words • revise and edit my work by re-reading text to find and correct punctuation and spelling errors • begin to find grammatical errors, may or may not correct them	• use conventional spelling for more complex words with taught spelling patterns and recognize exceptions to the rules • include accurate grammar that may use complex structures • ensure subject-verb agreement in more complex sentences • use a variety of punctuation accurately • write legibly and with accurate spacing between words, sentences and paragraphs • find and correct grammatical errors

Spelling Checklist	☐ Less common vowel digraphs (e.g., /ei/, /eigh/, /igh/) ☐ Graphemes that represent different sounds in different words (e.g., ‘ch’ represents different sounds in "chocolate" and "chorus", ‘ough’ can represent different sounds such as /o/ in dough, /oo/ in "through") ☐ Root word meaning (e.g., "unhappiness" by recognizing ‘un-‘, ‘happy’, and ‘-ness’) ☐ Prefixes (e.g., ‘inter- ‘, ‘sub- ‘, ‘super- ‘, ‘trans- ‘‘non- ‘) ☐ Suffixes (e.g., ‘-ness’, ‘-able’, ‘-ment’, ‘-tion’ ‘-ible’) ☐ Multisyllabic words (3+ syllables) (e.g., "vacation," "beautiful," "independent")