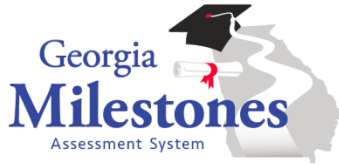


## Georgia Milestones Assessment System

### Grade 3

#### SEVEN-POINT, TWO-TRAIT RUBRIC: TRAIT 1 FOR OPINION GENRE

| Writing Trait  | Points | Criteria   |
|--|--------|--|
| <p><b>Idea Development, Organization, and Coherence</b></p> <p><i>This trait examines the writer’s ability to effectively establish a point of view and to support the opinion with reasons from the text(s) read. The writer must form an opinion from the text(s) in his/ her own words and organize reasons for the opinion (from text that they have read) in order to create cohesion for an opinion essay.</i></p> | 4      | <p><i>The student’s response is a well-developed opinion piece that effectively examines a topic and supports a point of view, with reasons, clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively introduces a topic and clearly states an opinion</li> <li>• Creates an effective organizational structure to group reasons</li> <li>• Provides clear, relevant reasons to support the opinion</li> <li>• Uses linking words and phrases effectively to connect opinions and reasons</li> <li>• Provides a strong concluding statement or section</li> </ul>     |
|  | 3      | <p><i>The student’s response is a complete opinion piece that examines a topic and supports a point of view based on text.</i></p> <ul style="list-style-type: none"> <li>• Introduces a topic and states an opinion</li> <li>• Provides some organizational structure to group reasons</li> <li>• Provides reasons to support the opinion</li> <li>• Uses some linking words to connect opinions and reasons</li> <li>• Provides a concluding statement or section</li> </ul>   |
|  | 2      | <p><i>The student’s response is an incomplete or oversimplified opinion piece that examines a topic and partially supports a point of view based on text.</i></p> <ul style="list-style-type: none"> <li>• Attempts to introduce a topic and state an opinion</li> <li>• Attempts to provide some organization, but structure sometimes impedes the reader</li> <li>• Attempts to provide reasons that sometimes support the opinion</li> <li>• Uses few linking words to connect opinions and reasons; connections are not always clear</li> <li>• Provides a weak concluding statement or section</li> </ul> |
|  | 1      | <p><i>The student’s response is a weak attempt to write an opinion piece that examines a topic and does not support a text-based point of view.</i></p> <ul style="list-style-type: none"> <li>• May not introduce a topic or state an opinion</li> <li>• May not have any organizational structure evident</li> <li>• May not provide reasons to support the opinion</li> <li>• May not use any linking words to connect opinions and reasons</li> <li>• Provides a minimal or no concluding statement or section</li> </ul>  |
|  | 0      | <p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>  |



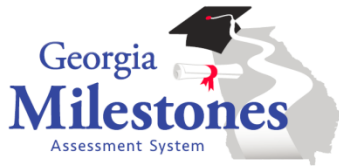
## Georgia Milestones Assessment System

### Grade 3

#### SEVEN-POINT, TWO-TRAIT RUBRIC: TRAIT 2 FOR OPINION GENRE

| Writing Trait   | Points | Criteria   |
|---|--------|--|
| <b>Language Usage and Conventions</b><br><i>This trait examines the writer's ability to demonstrate control of sentence formation, usage and mechanics as embodied in the grade-level expectations of the language standards.</i> | 3      | <i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has clear and complete sentence structure, with appropriate range and variety</li> <li>Shows knowledge of language and its conventions when writing</li> <li>Any errors in usage and conventions do not interfere with meaning*</li> </ul> |
|   | 2      | <i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has complete sentences, with some variety</li> <li>Shows some knowledge of language and its conventions when writing</li> <li>Has minor errors in usage and conventions with no significant effect on meaning*</li> </ul>               |
|   | 1      | <i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has fragments, run-ons, and/or other sentence structure errors</li> <li>Shows little knowledge of language and its conventions when writing</li> <li>Has frequent errors in usage and conventions that interfere with meaning*</li> </ul>  |
|   | 0      | <i>The student will receive a condition code for various reasons:</i> <ul style="list-style-type: none"> <li>Blank</li> <li>Copied</li> <li>Too Limited to Score/Illegible/Incomprehensible</li> <li>Non-English/Foreign Language</li> <li>Off Topic/Off Task/Offensive</li> </ul>   |

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.

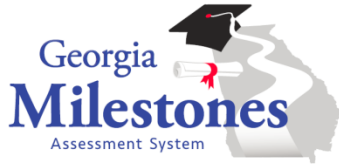


## Georgia Milestones Assessment System

### Grade 3

#### SEVEN-POINT, TWO-TRAIT RUBRIC: TRAIT 1 FOR INFORMATIONAL/EXPLANATORY GENRE

| Writing Trait   | Points | Criteria  |
|---|--------|---|
| <p><b>Idea Development, Organization, and Coherence</b></p> <p><i>This trait examines the writer’s ability to effectively establish a controlling idea, support the idea with evidence from the text(s) read, and elaborate on the idea with examples, illustrations, facts, and other details. The writer must integrate the information from the text(s) into his/her own words and arrange the ideas and supporting evidence (from the text[s] read) in order to create cohesion for an informative/explanatory essay.</i></p> | 4      | <p><i>The student’s response is a well-developed informative/explanatory text that examines a topic in depth and conveys ideas and information clearly based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively introduces a topic</li> <li>• Effectively develops the topic with multiple facts, definitions, and details</li> <li>• Groups related ideas together to give some organization to the writing</li> <li>• Effectively uses linking words and phrases to connect ideas within categories of information</li> <li>• Provides a strong concluding statement or section</li> </ul> |
|   | 3      | <p><i>The student’s response is a complete informative/explanatory text that examines a topic and presents information based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Introduces a topic</li> <li>• Develops the topic with some facts, definitions, and details</li> <li>• Groups some related ideas together to give partial organization to the writing</li> <li>• Uses some linking words to connect ideas within categories of information, but relationships may not always be clear</li> <li>• Provides a concluding statement or section</li> </ul>                                    |
|   | 2      | <p><i>The student’s response is an incomplete or oversimplified informative/explanatory text that cursorily examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Attempts to introduce a topic</li> <li>• Attempts to develop a topic with too few details, but not all of these are supported or relevant to the topic</li> <li>• Ineffectively groups some related ideas together</li> <li>• Uses few linking words to connect ideas, but not all ideas are well connected to the topic</li> <li>• Provides a weak concluding statement or section</li> </ul>                     |
|   | 1      | <p><i>The student’s response is a weak attempt to write an informative/explanatory text that examines a topic based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• May not introduce a topic or topic is unclear</li> <li>• May not develop a topic</li> <li>• May be too brief to group any related ideas together</li> <li>• May not use any linking words to connect ideas</li> <li>• Provides a minimal or no concluding statement or section</li> </ul>   |
|   | 0      | <p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>   |



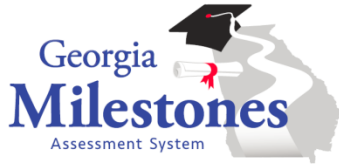
## Georgia Milestones Assessment System

### Grade 3

#### SEVEN-POINT, TWO-TRAIT RUBRIC: TRAIT 2 FOR INFORMATIONAL/EXPLANATORY GENRE

| Writing Trait  | Points | Criteria   |
|--|--------|--|
| <b>Language Usage and Conventions</b><br><i>This trait examines the writer's ability to demonstrate control of sentence formation, usage, and mechanics as embodied in the grade-level expectations of the language standards.</i> | 3      | <i>The student's response demonstrates full command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has clear and complete sentence structure, with appropriate range and variety</li> <li>Shows knowledge of language and its conventions when writing</li> <li>Any errors in usage and conventions do not interfere with meaning*</li> </ul> |
|  | 2      | <i>The student's response demonstrates partial command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has complete sentences, with some variety</li> <li>Shows some knowledge of language and its conventions when writing</li> <li>Has minor errors in usage and conventions with no significant effect on meaning*</li> </ul>               |
|  | 1      | <i>The student's response demonstrates weak command of language usage and conventions.</i> <ul style="list-style-type: none"> <li>Has fragments, run-ons, and/or other sentence structure errors</li> <li>Shows little knowledge of language and its conventions when writing</li> <li>Has frequent errors in usage and conventions that interfere with meaning*</li> </ul>  |
|  | 0      | <i>The student will receive a condition code for various reasons:</i> <ul style="list-style-type: none"> <li>Blank</li> <li>Copied</li> <li>Too Limited to Score/Illegible/Incomprehensible</li> <li>Non-English/Foreign Language</li> <li>Off Topic/Off Task/Offensive</li> </ul>   |

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the "Language Progressive Skills, by Grade" chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.



## Georgia Milestones Assessment System

### Grade 3

#### FOUR-POINT HOLISTIC RUBRIC: NARRATIVE GENRE

| Writing Trait   | Points | Criteria   |
|---|--------|--|
| <p><i>This trait examines the writer’s ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p> | 4      | <p><i>The student’s response is a well-developed narrative that fully develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Effectively establishes a situation and introduces a narrator and/or characters</li> <li>• Organizes an event sequence that unfolds naturally</li> <li>• Effectively uses narrative techniques, such as dialogue and description, to develop interesting experiences and events or show the response of characters to situations</li> <li>• Uses a variety of words and phrases consistently to signal the sequence of events</li> <li>• Provides a sense of closure that follows from the narrated experiences or events</li> <li>• Integrates ideas and details from source material effectively</li> <li>• Has very few or no errors in usage and/or conventions that interfere with meaning*</li> </ul> |
|   | 3      | <p><i>The student’s response is a complete narrative that develops a real or imagined experience based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Establishes a situation and introduces one or more characters</li> <li>• Organizes events in a clear, logical order</li> <li>• Uses narrative techniques, such as dialogue and description, to develop experiences and events or show the response of characters to situations</li> <li>• Uses words and/or phrases to indicate sequence</li> <li>• Provides an appropriate sense of closure</li> <li>• Integrates some ideas and/or details from source material</li> <li>• Has a few minor errors in usage and/or conventions with no significant effect on meaning*</li> </ul>   |
|   | 2      | <p><i>The student’s response is an incomplete or oversimplified narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Introduces a vague situation and at least one character</li> <li>• Organizes events in a sequence but with some gaps or ambiguity</li> <li>• Attempts to use a narrative technique, such as dialogue and description, to develop experiences and events or show the response of characters to situations</li> <li>• Uses occasional signal words to indicate sequence</li> <li>• Provides a weak or ambiguous sense of closure</li> <li>• Attempts to integrate ideas or details from source material</li> <li>• Has frequent errors in usage and conventions that sometimes interfere with meaning*</li> </ul>  |

| Writing Trait   | Points | Criteria   |
|---|--------|--|
| <p><i>This trait examines the writer’s ability to effectively develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences based on a text that has been read.</i></p> | 1      | <p><i>The student’s response provides evidence of an attempt to write a narrative based on text as a stimulus.</i></p> <ul style="list-style-type: none"> <li>• Response is a summary of the story</li> <li>• Provides a weak or minimal introduction of a situation or a character</li> <li>• May be too brief to demonstrate a complete sequence of events</li> <li>• Shows little or no attempt to use dialogue or description to develop experiences and events or show the response of characters to situations</li> <li>• Uses words that are inappropriate, overly simple, or unclear to convey any sense of event order</li> <li>• Provides a minimal or no sense of closure</li> <li>• May use few, if any, ideas or details from source material</li> <li>• Has frequent major errors in usage and conventions that interfere with meaning*</li> </ul> |
|   | 0      | <p><i>The student will receive a condition code for various reasons:</i></p> <ul style="list-style-type: none"> <li>• Blank</li> <li>• Copied</li> <li>• Too Limited to Score/Illegible/Incomprehensible</li> <li>• Non-English/Foreign Language</li> <li>• Off Topic/Off Task/Offensive</li> </ul>  |

\*Students are responsible for language conventions learned in their current grade as well as in prior grades. Refer to the language skills for each grade to determine the grade-level expectations for grammar, syntax, capitalization, punctuation, and spelling. Also refer to the “Language Progressive Skills, by Grade” chart in the Appendix for those standards that need continued attention beyond the grade in which they were introduced.