### Third Grade Writing Proficiency Guide

**Proficiency Behaviors**

**End of 1st Trimester Period**

- Generates topics for writing independently.
- Records ideas fluently.
- Uses prewriting strategies to plan and organize ideas (talk, questioning, sharing of ideas, or graphic organizers).
- Writing includes an opening that moves smoothly into the body of the writing and somewhat grabs the audiences attention.
- Ideas are logically ordered and clustered into groups and uses more complex transitional words most of the time.
- Writes complete sentences all of the time.
- Uses more compound and complex sentence structures some of the time.
- Rereads to clarify message by adding or deleting information.
- Revises word choices by substituting richer vocabulary to help the reader visualize with some independence.
- Uses similes and/or metaphors with some understanding of its usefulness.
- Begins to use literary structure (book language, specialized vocabulary, or structures from texts) with some understanding.
- Writing includes a sense of closure that begins to tie the writing together with some understanding.
- Uses subject/verb agreement some of the time.
- Uses correct pronouns some of the time.
- Demonstrates accurate use of end punctuation.
- Demonstrates accurate use of capitalization at the beginning of sentences and proper nouns some of the time.
- Writes most high frequency words correctly.
- Uses transitional spelling and some conventional spelling.
- Uses resources to check their writing (dictionary, checklist, and thesaurus).

**End of 2nd Trimester Period**

- Generates topics for writing independently.
- Records ideas fluently.
- Uses prewriting strategies to plan and organize ideas (talk, questioning, sharing of ideas, or graphic organizers).
- Writing includes an opening that moves smoothly into the body of the writing and grabs the audiences attention.
- Ideas are logically ordered and clustered into groups and uses more complex transition words most of the time.
- Writes complete sentences all of the time.
- Uses compound and complex sentence structures more of the time.
- Rereads to clarify message by adding or deleting information.
- Revises word choices by substituting richer vocabulary to help the reader visualize with more independence.
- Uses similes and/or metaphors with more understanding of its usefulness.
- Uses literary structure (book language, specialized vocabulary, or structures from texts) with more understanding.
- Writing includes a sense of closure that moves smoothly into the body of the writing and grabs the audiences attention.
- Ideas are logically ordered and clustered into groups and uses more complex transition words.
- Writes complete sentences all of the time.
- Uses more compound and complex sentence structures most of the time.
- Rereads to clarify message by adding or deleting information.
- Revises word choices by substituting richer vocabulary to help the reader visualize independently.
- Uses similes and/or metaphors with greater understanding of its usefulness.
- Uses appropriate literary structure (book language, specialized vocabulary, or structures from texts).
- Writing includes a sense of closure that is interesting and ties the writing together.
- Uses subject/verb agreement.
- Uses correct pronouns.
- Demonstrates accurate use of end punctuation and other uses punctuation with more accuracy.
- Demonstrates accurate use of capitalization at the beginning of sentences and proper nouns all of the time.
- Writes all high frequency words correctly.
- Uses transitional spelling and some conventional spelling.
- Uses resources to check their writing (dictionary, checklist, and thesaurus).

**End of 3rd Trimester Period**

- Generates topics for writing independently.
- Records ideas fluently.
- Uses prewriting strategies to plan and organize ideas (talk, questioning, sharing of ideas, or graphic organizers).
- Writing includes an opening that moves smoothly into the body of the writing and grabs the audiences attention.
- Ideas are logically ordered and clustered into groups and uses more complex transition words.
- Writing includes a sense of closure that is interesting and ties the writing together.
- Uses subject/verb agreement.
- Uses correct pronouns.
- Demonstrates accurate use of end punctuation and other uses punctuation with more accuracy.
- Demonstrates accurate use of capitalization at the beginning of sentences and proper nouns all of the time.
- Writes all high frequency words correctly.
- Uses transitional spelling and some conventional spelling.
- Uses resources to check their writing (dictionary, checklist, and thesaurus).
## The Purpose of a Writing Proficiency Guide and a Rubric

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<thead>
<tr>
<th>Writing Proficiency Guide</th>
<th>Writing Rubric</th>
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<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>The rubric is a tool to assist teachers to score a single piece of writing for a specific genre. The end score can be used to report how students are performing on that single piece of writing.</td>
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<td>A writing proficiency guide is a tool used to observe the writing behaviors for a variety of genres that students exhibit on a daily basis. The teacher uses the guide to plan and provide daily whole group, small group, and one-on-one lessons for writers. The guide assists teachers to recognize and understand the developmental changes that occur over time as the writer becomes more competent in a particular area. (Dorn 2001)</td>
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<td><strong>The Purpose</strong></td>
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<td>• To observe students’ writing behaviors over the course of each trimester throughout the school year</td>
<td>• To score students’ writing skills on a single piece of writing in a particular genre</td>
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<td>• To guide students’ writing development over time</td>
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<td>• To develop mini-lessons based on the writing process, skills, strategies, and to communicate effectively through writing</td>
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