Third Grade Writing Proficiency Guide

Student Name: _____   School
Year_____

Proficiency Behaviors End of 1st Trimester Period	Proficiency Behaviors End of 2nd Trimester Period	Proficiency Behaviors End of 3rd Trimester Period
❑ Generates topics for writing independently. ❑ Records ideas with some fluency. ❑ 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 some of the time. ❑ Writes complete sentences most 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).	❑ 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 begins to tie the writing together with more understanding. ❑ Uses subject/verb agreement most of the time. ❑ Uses correct pronouns most of the time. ❑ Demonstrates accurate use of end punctuation and uses other punctuation with more accuracy. ❑ Demonstrates accurate use of capitalization at the beginning of sentences and proper nouns most 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).	❑ 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. ❑ 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).

The Purpose of a Writing Proficiency Guide and a Rubric

	Writing Proficiency Guide	Writing Rubric
Definition	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)	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.
The Purpose	- To observe students' writing behaviors over the course of each trimester throughout the school year - To guide students' writing development over time - To develop mini-lessons based on the writing process, skills, strategies, and to communicate effectively through writing	To score students' writing skills on a single piece of writing in a particular genre