



WYOMING
DEPARTMENT OF EDUCATION

SCORING GUIDES

GRADE 3 – ONLY

Scoring Guide – Grade 3 Targets

Informative: Letter Written to a Topic—Communicates ideas and information to an audience using a specific format

SKILLS	3	2	1	0
<p>Idea Development</p> <p>The writer develops the content of the message through the use of details.</p>	<ul style="list-style-type: none"> Develops a clear and focused main idea in response to the topic Uses descriptive details to enrich idea development 	<ul style="list-style-type: none"> Presents a main idea in response to the topic Uses relevant details 	<ul style="list-style-type: none"> Attempts to present a main idea in response to the topic Limited use of relevant details 	<ul style="list-style-type: none"> No response to the topic; main idea is unclear Details are consistently irrelevant
<p>Organization</p> <p>The writer builds the structure to support the purpose and effectiveness of the writing.</p>	<ul style="list-style-type: none"> Writing is presented in appropriate letter format Uses a topic sentence; effectively organizes similar ideas 	<ul style="list-style-type: none"> Writing is presented in appropriate letter format Uses a topic sentence; similar ideas are grouped together 	<ul style="list-style-type: none"> Attempts to use letter format Similar ideas are grouped together without a topic sentence 	<ul style="list-style-type: none"> Letter format is unidentifiable Similar ideas are not grouped together; no evidence of a topic sentence
<p>Voice</p> <p>The writer uses descriptive, original language to communicate directly to the audience in a way that is individual, compelling, and engaging.</p>	<ul style="list-style-type: none"> Letter consistently reveals personal voice appropriate to the purpose Uses a variety of descriptive words or phrases 	<ul style="list-style-type: none"> Letter reveals personal voice appropriate to the purpose Uses descriptive words or phrase 	<ul style="list-style-type: none"> Letter reveals limited personal voice appropriate to the purpose Demonstrates little variation in word choice and/or repetitious use of simple words and phrases 	<ul style="list-style-type: none"> Letter lacks personal voice appropriate to the purpose Uses an extremely limited range of words or phrases or consistently uses words incorrectly
<p>Conventions</p> <p>The writer develops the mechanical correctness of the piece including spelling, capitalization, punctuation, and grammar.</p>	<ul style="list-style-type: none"> Uses grade-appropriate spelling consistently Uses grade-appropriate capitalization and punctuation consistently Uses grade-appropriate grammar and usage consistently Uses varied and mostly correct sentences 	<ul style="list-style-type: none"> Uses grade-appropriate spelling Uses grade-appropriate capitalization and punctuation Uses grade-appropriate grammar and usage Attempts to use varied sentences; sentences are mostly correct 	<ul style="list-style-type: none"> Spells common words correctly, but other grade-appropriate words incorrectly Uses limited grade-appropriate capitalization or punctuation Demonstrates limited control of grade-appropriate grammar and usage Sentences are simple and lack variety; inconsistently uses correct sentences 	<ul style="list-style-type: none"> Misspells common words Demonstrates incorrect use of grade-appropriate capitalization or punctuation throughout Demonstrates incorrect use of grade-appropriate grammar and usage throughout Sentences are run-on, incomplete, or fragmented

Grade 3 Opinion Essay in Response to a Stimulus/Prompt
Holistic Scoring Guide
8-Point Scoring Guide

The 8-point paper (a) clearly states an opinion on the issue or topic raised in the stimulus/prompt; (b) thoroughly and sufficiently responds to the issue or topic and offers relevant reasons, with specific details, that support the opinion; (c) is effectively organized; (d) uses precise, descriptive language and a variety of sentence types; (e) reveals an engaging and identifiable voice; and (f) contains few errors in the conventions of the English language.

The 6-point paper (a) states an opinion on the issue or topic raised in the stimulus/prompt; (b) sufficiently responds to the issue or topic raised in the stimulus/prompt and offers relevant reasons, with some details, that support the opinion; (c) is organized; (d) uses some descriptive language and provides a variety of sentence types; (e) reveals an identifiable voice; and (f) may contain some errors in the conventions of the English language.

The 4-point paper (a) attempts to state an opinion on the issue or topic raised in the stimulus/prompt; (b) partially responds to the issue or topic raised in the stimulus/prompt and attempts to offer relevant reason(s), with few or no details, that supports the opinion; (c) provides some evidence of organization; (d) uses basic, predictable language and provides limited variety of sentence types; (e) reveals limited voice; and (f) contains several errors in the conventions of the English language.

The 2-point paper (a) states no opinion on the issue or topic raised in the stimulus/prompt; (b) does not respond to the issue or topic raised in the stimulus/prompt; (c) provides no evidence of organization; (d) uses limited vocabulary and provides no sentence variety; (e) reveals no identifiable voice; (f) contains serious errors in the conventions of the English language.