





Note: the last column with the flowers describes the strongest piece of writing

Character Rubric (Draft)

				
<b>Character Traits</b>	2 or less traits are mentioned	at least 3 traits are developed	at least 4 traits are well developed	6 traits or more are well developed
<b>Sentences</b> -opening sentence  -closing sentence  -paragraphs	-names the main character  -writing suddenly ends  -less than 6 sentences -ideas in random order	-directly introduces character  -direct  -at least 6 sentences -mostly organized by trait category	-interesting or unique  -connected and feels satisfying  - 2 or more paragraphs -consistently organized by trait category	-Catch attention and curiosity to read on  -connected, satisfying, and original -3 or more paragraphs -consistently organized by trait category
<b>Descriptive Language</b> -vivid images  -strong verbs and adjectives	-few vivid images  -few interesting adjectives and verbs	-some vivid images  -some interesting adjectives and verbs	-many vivid images  -many interesting adjectives and verbs	-highly descriptive  -almost all vivid images  -almost every sentence contains interesting adjectives and verbs
<b>Conventions</b> -capitals  -end punctuation  -indenting	-rarely correct  -rarely correct  -rarely correct	-sometimes correct  -sometimes correct  -sometimes correct	-consistently correct  -consistently correct  -consistently correct	-5 errors or less in the whole description, in terms of indenting, grammar, spelling and punctuation

Grade 3 Setting Paragraph Rubric

2	3	4
Uses 2 to 3 different senses	Uses 4 different senses	Uses 5 or more different senses
Uses 1 to 5 descriptive words	Uses 6 to 9 descriptive words	Uses 10 or more descriptive words
Sometimes uses capitals	Usually uses capitals	Always uses capitals
Sometimes uses appropriate end punctuation, spelling, proper sentences and tense indented	Usually uses appropriate end punctuation, spelling, proper sentences and tense indented title	Always uses appropriate end punctuation, spelling, proper sentences and tense indented title

Note: the last column with level 4 describes the strongest piece of writing. In class, the students would use this rubric to self-reflect on how well written their description was and then they would make revisions to improve it.

I included:

- Where?
- When? (key words for time)
- Ideas connected

5 Senses

- sight
- sound
- smell
- taste
- touch

## Editing and Revising Checklist- NARRATIVE

### Revising and Editing (**START BY READING IT ALOUD**)

\_\_\_ 1. I remembered to indent all of my paragraphs and dialogue and to print neatly against the margin.

\_\_\_ 2. The sentences make sense'

\_\_\_ 3. The tense is kept the same throughout my writing

\_\_\_ 4. I have replaced the boring and jail words with strong verbs and juicy adjectives.

\_\_\_ 5. I wrote against the red margin.

\_\_\_ 6. All of my sentences start with a capital letter.

\_\_\_ 7. I used capital letters on proper nouns.

\_\_\_ 8. I have punctuation at the end of each sentence. ( . ! ? )

\_\_\_ 9. I checked my words for correct spelling.

