

Student Name:

Date:

Year 3
Rubric/Guide to
Making Judgement
Information Report

	Very High	High	Sound	Developing	Emerging
	A thorough understanding and uses a high level of skill in both familiar and new situations.	A clear understanding and uses a high level of skill in familiar situations. Is beginning to use skills in new situations.	Has an understanding and uses skills in familiar situations.	Understands aspects of and uses varying levels of skill in familiar situations.	A basic understanding and is beginning to use skills in familiar situations.
Text Structure The organisation of the structural components of writing a text aligns to an appropriate and effective text structure.	<ul style="list-style-type: none"> Text is always logically organised with the correct use of paragraphs Text follows an information report structure: <ul style="list-style-type: none"> Title Introduction/opening statement Contains a variety of information with supporting detail Ending which effectively concludes the text 	<ul style="list-style-type: none"> Uses paragraphs correctly and consistently follows an information report structure: <ul style="list-style-type: none"> Title Introduction/opening statement Contains more than one piece of information with detail Ending which concludes the text 	<ul style="list-style-type: none"> Predominately follows an information report structure <ul style="list-style-type: none"> Title Introduction/opening statement Basic information with some detail Ending which concludes the text 	<ul style="list-style-type: none"> Requires some support to produce a written text <ul style="list-style-type: none"> May use a modelled text for assistance/prompts Some of the structural elements may have been included without assistance 	<ul style="list-style-type: none"> Requires significant support to produce a written text <ul style="list-style-type: none"> Has difficulty recognising the structural elements Text may have some structural elements but may not be relevant or it is difficult to recognise the structure Relies on drawings to communicate text
Ideas The selection, relevance and elaboration of ideas.	<ul style="list-style-type: none"> Uses brainstorming and planning techniques to assist writing Topic has been well researched and understood Appropriate information has been selected and elaborated on 	<ul style="list-style-type: none"> Uses brainstorming and planning prior to writing Topic is clear and well presented Extends information within sentences effectively 	<ul style="list-style-type: none"> Attempts brainstorming and planning prior to writing Selects a familiar and appropriate topic The topic is clear Has given some details on information presented Sentences contain more than one fact 	<ul style="list-style-type: none"> Selects a familiar topic Ideas are lacking, some information may not be factual or relevant May require support to: <ul style="list-style-type: none"> Brainstorm ideas and plan prior to writing Present their thoughts on paper in a logical way 	<ul style="list-style-type: none"> Information report can be jumbled and hard to interpret if left to work independently Requires significant support to: <ul style="list-style-type: none"> Brainstorm ideas and plan prior to writing Present their thoughts on paper in a logical way
Language Features and Vocabulary The range and precision of contextually appropriate language choices as well as appropriate devices.	<ul style="list-style-type: none"> Expectations are beyond Year 3 level, for example: <ul style="list-style-type: none"> Starting to use adverbs Begins to use new vocabulary discovered from a range of sources 	<ul style="list-style-type: none"> Makes relevant vocabulary choices to suit audience and purpose e.g. descriptive language to build up a picture of the character, setting, mood etc. Verbs and tense are meaningful and used effectively in sentences Includes labelled illustrations to demonstrate information 	<ul style="list-style-type: none"> Uses technical language relevant to the topic Makes relevant vocabulary choices to suit audience and purpose Verbs and tense are meaningful in sentences Includes illustrations to demonstrate information 	<ul style="list-style-type: none"> Attempts to use some technical language relevant to the topic Makes some relevant vocabulary choices to suit audience and purpose Requires some assistance for verbs and tense to be meaningful Uses factual information 	<ul style="list-style-type: none"> Requires significant support to use: <ul style="list-style-type: none"> Relevant vocabulary choices Use factual information rather than own beliefs Relies on an illustration to detail information
Cohesion The control of multiple threads and relationships across a piece of text, achieved through using: <ul style="list-style-type: none"> Grammatical elements (referring words, text connectives, conjunctions) Lexical elements (substitutions, repetitions, word association) 	<ul style="list-style-type: none"> Consistent in application and expectations are beyond Year 3 level, for example: <ul style="list-style-type: none"> Hooks in the reader Use of synonyms, antonyms and word substitutions are used effectively Links are used in sentences (connectives and conjunctions) avoiding repetition A variety of referring words are used including pronouns 	<ul style="list-style-type: none"> Writing flows and is clear Use of synonyms and antonyms to avoid repetition of words Some links have been used correctly in sentences (connectives and conjunctions), with some repetition Referring words are used accurately 	<ul style="list-style-type: none"> Writing generally flows and makes sense Some use of synonyms and antonyms An attempt has been made at using links in sentences (connectives and conjunctions), repetition is frequent Some referring words are used 	<ul style="list-style-type: none"> Text is short and does not flow in parts, the reader finds it confusing in parts Text has missing links and words are repetitive 	<ul style="list-style-type: none"> An information report has been attempted but requires oral interpretation Requires support to use links and referring words when writing

Paragraphing The segmenting of text into paragraphs that assists the reader to follow a piece of text.	<ul style="list-style-type: none"> Consistent in using paragraphs Paragraphs include a topic sentence with supporting sentences to compliment and elaborate on the topic 	<ul style="list-style-type: none"> Organises information into logical paragraphs Paragraphs include topic sentence 	<ul style="list-style-type: none"> Understands that paragraphs are a key organisational feature of written texts Organises information into related chunks (attempted paragraphs) Most paragraphs include a topic sentence 	<ul style="list-style-type: none"> Attempts to use paragraphs, although not correctly Requires some support in identifying how and where to begin a new paragraph 	<ul style="list-style-type: none"> Unable to grasp the concept of paragraphs and requires significant support
Sentence Structure The production of grammatically correct, structurally sound and meaningful sentences.	<ul style="list-style-type: none"> Consistent in sentence structure when writing. Goes beyond that expected of Year 3, for example: <ul style="list-style-type: none"> Attempts to use complex sentences Understands and attempts the use of noun groups/phrases and prepositional phrases 	<ul style="list-style-type: none"> Uses compound sentences containing two clauses or more Recognises that a clause usually contains a subject and a verb, that these need to agree and applies this in their writing Uses a variety of conjunctions effectively 	<ul style="list-style-type: none"> Predominately: <ul style="list-style-type: none"> Uses compound sentences containing two clauses or more Recognises that a clause usually contains a subject and a verb and that these need to agree Uses conjunctions effectively 	<ul style="list-style-type: none"> Little use of compound sentences, generally simple sentences are used Requires some assistance recognising the requirements of a clause Uses conjunctions however, these tend to be repetitive 	<ul style="list-style-type: none"> When working independently simple sentences are used with minimal structure Requires support to construct compound sentences
Punctuation The use of correct and appropriate punctuation that aids reading of a piece of text.	<ul style="list-style-type: none"> Consistent in application and appropriate punctuation has not been overused The punctuation usage goes beyond that expected of Year 3, for example: <ul style="list-style-type: none"> Sometimes uses quotation marks correctly to signal dialogue, titles or quoted (direct) speech 	<ul style="list-style-type: none"> Uses apostrophes of contraction correctly, understanding that they are used to signal missing letters Exclamation marks are used appropriately Uses appropriate English for written text (understanding that some word contractions are for informal language) 	<ul style="list-style-type: none"> Correctly uses basic punctuation and predominately: <ul style="list-style-type: none"> Uses apostrophes of contraction correctly, understanding that they are used to signal missing letters Exclamation marks are used appropriately Uses appropriate English for written text (understanding that some word contractions are for informal language) 	<ul style="list-style-type: none"> Often omits relevant punctuation Requires some support to use punctuation appropriately Will generally use informal word contractions (as if they are speaking to someone) 	<ul style="list-style-type: none"> Has difficulty applying the relevant punctuation appropriately or does not use punctuation at all
Spelling The accuracy of spelling and the difficulty of words used.	<ul style="list-style-type: none"> Consistent in application and goes beyond that expected of Year 3, for example: <ul style="list-style-type: none"> Uses letter patterns (double letters, word origins etc.) to spell more complex words Uses context to identify correct spelling 	<ul style="list-style-type: none"> Uses letter-sound relationships and less common letter patterns to spell words including multisyllabic words Recognises and knows how to correctly spell high frequency words including homophones Uses common prefixes and suffixes 	<ul style="list-style-type: none"> Predominately: <ul style="list-style-type: none"> Uses letter-sound relationships and less common letter patterns to spell words including multisyllabic words Recognises and knows how to correctly spell most high frequency words including some homophones Knows how to use common prefixes and suffixes 	<ul style="list-style-type: none"> Inconsistent in application <ul style="list-style-type: none"> Spells some high-frequency words Requires some support to use spelling knowledge when spelling words Attempts spelling which is not predictable from their sounds Relies heavily on environmental print 	<ul style="list-style-type: none"> Has difficulty applying year level spelling knowledge to writing Uses some letter-sound matches to write words of one or more syllables Spells words phonetically
Editing Ability to re-read and edit own work to check for meaning, spelling, punctuation and grammar.	<ul style="list-style-type: none"> Consistent in approach and goes beyond that expected of Year 3, for example: <ul style="list-style-type: none"> Adding, deleting or moving words or word groups to improve content and structure 	<ul style="list-style-type: none"> Effectively edits own work for spelling, meaning, appropriate structure, grammatical choices and punctuation 	<ul style="list-style-type: none"> Re-reads and effectively edits own work for spelling Shows an attempt to edit own work for meaning, appropriate structure, grammatical choices and punctuation 	<ul style="list-style-type: none"> Requires some support to edit own text Displays some individual editing skills but these may often be unnecessary edits 	<ul style="list-style-type: none"> Minimal or no evidence of appropriate editing skills