

Ideas	
<i>The presence and quality of a main idea; the extent to which the main idea is developed through details; the quality of the details used to support the main idea.</i>	
4	A main idea is distinct and is developed through vivid and relevant details.
3	A main idea is clear and is developed through relevant details.
2	A main idea is evident and is somewhat developed through details, some of which may be irrelevant.
1	A main idea is not present, or a main idea is not developed with details.
Organization	
<i>The extent to which the writing is organized as a whole (externally); the extent to which the ideas are logically sequenced (internally) with a beginning, middle, and ending; the quality of transitional words/phrases.</i>	
4	The writing is skillfully organized with skillful use of varied transitions.
3	The writing is organized with effective use of varied transitions.
2	The writing is somewhat organized with vague or mechanical transitions.
1	The writing is lacking organization; there is little or no evidence of transitions.
Language Use	
<i>The quality of stylistic choices (voice, word choice, variety of sentence lengths and types/syntax) and their impact on the writing. Sentence structure is considered in terms of style, not grammatical correctness as that is assessed under Conventions.</i>	
4	Language use contributes to vivid and skillful writing.
3	Language use contributes to clear and fluid writing.
2	Language use contributes to vague or mechanical writing.
1	Language use contributes to confusing writing, or there is little evidence of language use.
Conventions	
<i>The extent to which the writing demonstrates control over expected grade-level conventions (spelling of commonly used words including homonyms, punctuation, capitalization, and grammatical correctness such as sentence structure, verb tense agreement, noun/pronoun agreement) and their impact on communication.</i>	
4	A variety of consistently correct conventions contribute to enhanced communication.
3	A variety of generally correct conventions contribute to effective communication.
2	Errors in conventions are noticeable, but communication is coherent.
1	Errors in conventions contribute to confusing communication, or there is little evidence of conventions.
Not Enough Evidence	
There is not enough evidence to assess the student's writing (e.g., indecipherable, blank paper, response written in a language other than the language being assessed).	

W3 Rubric Training

The rubric includes four criteria (Ideas, Organization, Language Use, and Conventions), and there are four levels of performance for each criterion. Level 3 and above is the expectation for Nova Scotia writing assessments, so it's important to look at these levels first when reviewing the rubric. Please keep in mind that the expectations for specific assessments are anchored in the writing samples in a scoring guide, as they are relative to specific grade levels (end of grade 3 in this case). Our prompts are intentionally broad so that all students are able to relate. The scoring guide training provided by table leaders includes student writing samples that illustrate each performance level outlined in the rubric.

- 1) Read the rubric as a whole before looking at each criterion in more detail.
- 2) **Ideas:** Read the four levels of performance under Ideas. Ideas includes the presence and quality of a main idea, the extent to which the main idea is developed through details, and the quality of the details used to support the main idea.
- 3) Underline the elements that are the same across all four levels in Ideas: *main idea, developed, details*
- 4) Circle key words that are unique to each level in Ideas:
 - Level 3: *clear, relevant*
 - Level 4: *distinct, vivid, relevant*
 - Level 2: *evident, somewhat, may be irrelevant* (Even if details are relevant, a piece of writing can be a Level 2 if it's only somewhat developed.)
 - Level 1: *not present, or, not developed*
- 5) **Organization:** Read the four levels of performance under Organization. Organization includes the way the writing is organized as a whole as well as how it is organized throughout (internal and external organization). There should be a beginning, middle, and end and a logical sequence between ideas. Transitions include transitional words or phrases, but also the way the writer transitions from one idea to the next.
- 6) Underline the elements that are the same across all four levels in Organization: *writing, organized/organization, transitions*
- 7) Circle key words that are unique to each level in Organization:
 - Level 3: *effective, varied*
 - Level 4: *skillfully, skillful, varied*
 - Level 2: *somewhat, vague, and/or mechanical* (Even if transitions are not vague or mechanical, a piece of writing can be a Level 2 if it's only somewhat organized.)
 - Level 1: *lacking, little or no evidence*
- 8) **Language Use:** Read the four levels of performance under Language Use. Language Use includes voice, word choice, sentence style, syntax. Sentence structure is considered in terms of writing style in this criterion, not the grammatical correctness of sentence structure since correctness is assessed under the Conventions criterion.
- 9) Underline the elements that are the same across all four levels in Language Use: *Language use, writing*
- 10) Circle key words that are unique to each level in Language Use:
 - Level 3: *clear, fluid*
 - Level 4: *vivid, skillful*
 - Level 2: *vague, and/or mechanical*
 - Level 1: *confusing, or, little evidence of language use*

11) **Conventions:** Read the four levels of performance under Conventions. Conventions includes spelling of commonly used words, punctuation, capitalization, spacing, sentence structure, verb tense agreement, noun/pronoun agreement – these are grounded in what’s appropriate for end of grade 3. Please note that as our language evolves to be more gender inclusive, this may be reflected in our students’ writing. As a result, we need to be flexible with students’ use of pronouns. If a student uses the singular “they,” this would not be considered an error, but instead more gender inclusive language.

12) Underline the elements that are the same across all four levels in Conventions: *conventions, communication*

13) Circle key words that are unique to each level in Conventions:

Level 3: *variety, generally correct, effective*

Level 4: *variety, consistently correct, enhanced*

Level 2: *errors, noticeable, coherent*

Level 1: *errors, confusing, or, little evidence of conventions*

14) **Not Enough Evidence:** This designation would only be used in rare cases when there is not enough evidence to assess a student’s writing (e.g., indecipherable, blank paper, response written in a language other than the language being assessed, not enough information to score such as a single word). Markers are asked to check with their table leaders before assigning this designation to a paper that contains student writing.