GRADE 1 – INFORMATIVE/EXPLANATORY WRITING TEACHER RUBRIC

	4 (Exceeds expectations)	3 (Meets expectations	2 (Partially meets expectations)	1 (Does not yet meet expectations)
Focus on Task and Text	☐ Provides detailed responses to all elements of the prompt (ns)	☐ Responds to all elements of the prompt (ns)	☐ Responds to only some elements of the prompt, or provides partial responses to all elements of the prompt (ns)	☐ Does not respond to any elements of the prompt; veers off topic (ns)
	☐ If prompt is text-based: demonstrates satisfactory comprehension of text(s) (ns)	☐ If prompt is text-based: demonstrates comprehension of a few elements of text(s) (ns)	☐ If prompt is text-based: demonstrates limited comprehension of text(s); addresses text(s) with errors (ns)	☐ If prompt is text-based: demonstrates no comprehension of text (ns)
Organization	☐ Introduces the topic effectively by naming the subject clearly (W.2.2)	☐ Introduces a topic by naming the topic directly (W.1.2)	☐ Refers to a topic generally or indirectly without clearly naming it (W.1.2)	☐ Begins without clearly naming the topic (W.1.2)
	☐ Organized with detailed information grouped together to support the topic (W.2.2)	☐ Organized with generic information grouped together to support the topic (W.1.2)	☐ Organized with list of information that loosely supports the topic (W.1.2)	☐ Attempts organization but includes errors or unrelated details (W.1.2)
	☐ Provides a general sense of closure to the event(s) (W.2.2)	☐ Attempts to provide closure, but does so in an abrupt way (ns)	☐ Attempts to provide closure, but does so in an unclear way; may repeat the topic sentence (ns)	☐ Does not provide closure (ns)
	☐ Organized with a clear beginning, middle, and end (W.2.2)	☐ Organized with a logical beginning, middle, and end (W.1.2)		
Development and Support	☐ Uses specific, relevant details from text(s) that are directly related to the topic to support topic development (W.2.2)	☐ Supplies details from text(s) when appropriate (W.1.2)	☐ Supplies general evidence that may not come from text or may be inaccurate (W.1.2)	☐ Does not supply evidence to support the response, or supplies inaccurate evidence (W.1.2)
	☐ Recalls accurate information from experiences or gathers information from provided sources to answer a question (W.2.8)	☐ Recalls information from experiences or provided sources, with few inaccuracies (W.1.8)	☐ Recalls information that does not consistently relate to the topic (W.1.8)	☐ Does not include recalled information from experiences or provided sources to answer a question or explain a topic (W.1.8)

	4 (Exceeds expectations)	3 (Meets expectations	2 (Partially meets expectations)	1 (Does not yet meet expectations)
Language	☐ Correctly uses words acquired through studied texts (L.2.6)	☐ Correctly uses words acquired through studied texts (L.1.6)	☐ Attempts to use words acquired through studied texts (L.1.6)	☐ Uses general language with no correct use of vocabulary acquired through studied texts (L.1.6)
	☐ Uses precise adjectives and adverbs to provide additional detail (L.2.1.E)	☐ Uses frequently occurring adjectives to provide additional detail (L.1.1.F)	☐ Uses frequently occurring adjectives with some minor word choice errors (L.1.1.F)	☐ Use of adjectives and adverbs is limited, incorrect, or missing. (L.1.1.F)
	☐ Uses a variety of correctly formed sentences; simple and compound sentences (L.2.1.F)	☐ Correctly forms and includes simple and compound sentences (L.1.1.J)	☐ Correctly forms simple sentences and attempts compound sentences with minor errors	☐ Uses simple sentences exclusively, with fragments and errors in agreement and tense (L.1.1.J)

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Conventions	☐ Shows command of language standards including: • printing all upper- and lowercase letters; • proper capitalization; • use of commas in dates and to separate single words in a series; • using singular and plural nouns with matching verbs in basic sentences; • using possessive and indefinite pronouns; • using verbs to convey a sense of past, present, and future; • using frequently occurring adjectives; using frequently occurring conjunctions; • using end punctuation for sentences; • using conventional spelling for words with common spelling patterns and for frequently occurring irregular words; and spelling untaught words phonetically (L.1.1.A, L.1.2.A, L.1.2.C, L.1.1.B, L.1.1.C, L.1.1.D, L.1.1.E, L.1.1.F, L.1.1.G, L.1.2.B, L.1.2.D, L.1.2.E)	☐ Shows command of language standards including: • printing all upper- and lowercase letters; • proper capitalization; • use of commas in dates and to separate single words in a series; • using singular and plural nouns with matching verbs in basic sentences; • using possessive and indefinite pronouns; • using verbs to convey a sense of past, present, and future; • using frequently occurring adjectives; using frequently occurring conjunctions; • using end punctuation for sentences; • using conventional spelling for words with common spelling patterns and for frequently occurring irregular words; and spelling untaught words phonetically (L.1.1.A, L.1.2.A, L.1.2.C, L.1.1.B, L.1.1.C, L.1.1.D, L.1.1.E, L.1.1.F, L.1.1.G, L.1.2.B, L.1.2.D, L.1.2.E)	☐ Shows command of language standards including: • printing all upper- and lowercase letters; • proper capitalization; • using verbs to convey a sense of past, present, and future; • using end punctuation for sentences; • using conventional spelling for words with common spelling patterns and for frequently occurring irregular words; and spelling untaught words phonetically, drawing on phonemic awareness and spelling conventions (L.1.1.A, L.1.2.A, L.1.2.C, L.1.1.B, L.1.1.C, L.1.1.D, L.1.1.E, L.1.1.F, L.1.1.G, L.1.2.B, L.1.2.D, L.1.2.E)	☐ Shows command of language standards including: • putting a space between most words; • printing upper- and lowercase letters, capitalizing the first word in a sentence and the pronoun *I*; • using end punctuation; • writing a letter or letters for most consonant and short-vowel sounds; • spelling simple words phonetically, drawing on knowledge of sound-letter relationships (L.K.1.A, L.K.1.C, L.K.1.F, L.K.2.A, L.K.2.B, L.K.2.C, L.K.2.D)
	☐ Attempts of high-level conventions have errors that may interfere with meaning, but main points are intelligible to reader. (L.1.1, L.1.2, L.1.3)	☐ Some convention errors interfere with meaning. (L.1.1, L.1.2, L.1.3)	☐ Convention errors interfere with meaning, and some main points are not intelligible to reader. (L.1.1, L.1.2, L.1.3)	☐ Convention errors significantly impede overall meaning, and writing is difficult to follow. (L.1.1, L.1.2, L.1.3)