

**Informative/Explanatory Writing Rubric
Grade 1**

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> introduces the topic (2W2) provides a concluding statement or section (2W2) 	<p>The writing –</p> <ul style="list-style-type: none"> names the topic (1W2) provides some sense of closure (1W2) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to name the topic attempts to provide some sense of closure 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to name the topic makes little or no attempt to provide some sense of closure 	Organization/ Purpose 2 x ____ = ____
<p>The writing –</p> <ul style="list-style-type: none"> uses facts and definitions to develop points (2W2) uses information from experiences or provided sources (2W8) 	<p>The writing –</p> <ul style="list-style-type: none"> supplies some facts about the topic (1W2) uses information from experiences or provided sources, with guidance and support from adults (1W8) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to supply some facts about the topic attempts to use information from experiences or provided sources, with guidance and support from adults 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to supply some facts about the topic makes little or no attempt to use information from experiences or provided sources, with guidance and support from adults 	Evidence/Elaboration 2 x ____ = ____
<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (2L1-2)* has errors that do not interfere with understanding (2L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (1L1-2)* has errors that do not interfere with understanding (1L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that interfere with understanding 	Language/ Conventions 1 x ____ = ____

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 2

CONVENTIONS CHART GRADE 1

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> • Print all upper and lowercase letters (1L1a) • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (1L2d) • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (1L2e) • Correctly spell words at grade level and below 	<p>Capitalize</p> <ul style="list-style-type: none"> • Dates and names of people (1L2a) 	<ul style="list-style-type: none"> • Use end punctuation for sentences. (1L2b) • Use commas in dates and to separate single words in a series. (1L2c) 	<p>Nouns:</p> <ul style="list-style-type: none"> • Use common, proper, and possessive nouns. (1L1b) • Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (1L1c) <p>Verbs:</p> <ul style="list-style-type: none"> • Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walked home, Tomorrow I will walk home). (1L1e) <p>Adjectives:</p> <ul style="list-style-type: none"> • Use frequently occurring adjectives. (1L1f) <p>Pronouns:</p> <ul style="list-style-type: none"> • Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything). (1L1d) <p>Determiners:</p> <ul style="list-style-type: none"> • Use determiners (e.g., articles, demonstratives). (1L1h) <p>Conjunctions:</p> <ul style="list-style-type: none"> • Use frequently occurring conjunctions (e.g., and, so but, so, because) (1L1g) 	<ul style="list-style-type: none"> • Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (1L1j)