

Informational Writing Rubric

Grades 1-2



Let me tell you...

	1	2	3	4
Topic Introduction/ Focus of Writing	<ul style="list-style-type: none"> • Topic NOT introduced • Does not demonstrate understanding of topic • No clear topic is evident 	<ul style="list-style-type: none"> • Topic is inferred, but not directly stated; unclear, inconsistent, or too general • Demonstrates some understanding about topic • Inconsistent in sticking to topic 	<ul style="list-style-type: none"> • With support, writes a topic sentence to introduce topic • Demonstrates acceptable understanding of topic • Sticks to topic with minimal deviation 	<ul style="list-style-type: none"> • Writes a clear topic sentence introduction and conclusion • Demonstrates strong understanding of topic • Sticks to topic with no deviations
Organization	<ul style="list-style-type: none"> • No paragraph structure is evident • Information is randomly scattered and non-sequential 	<ul style="list-style-type: none"> • No paragraph structure, but informational sentences make sense • Most information presented in sequential order 	<ul style="list-style-type: none"> • Organizes ideas and information into incomplete paragraph • Information is presented in sequential order 	<ul style="list-style-type: none"> • Ideas and information organized in clear paragraph structure • Uses transitional/ linking words to connect ideas or paragraphs in sequential order
Details/ Use of Facts & Definitions	<ul style="list-style-type: none"> • Uses no facts or definitions • Provides only narrative story elements or opinions • Demonstrates no knowledge about the topic 	<ul style="list-style-type: none"> • Provides some facts or definitions but woven inconsistently with narrative story or opinions • Some facts provided may or may not be related to topic • Provides only general information about topic 	<ul style="list-style-type: none"> • Supports topic with limited facts or definitions • Provides some details/facts mixed with general information on topic • Demonstrates simple understanding about topic • Draws picture to illustrate 	<ul style="list-style-type: none"> • Supports topic with detailed facts and definitions • Sentences consistently contain information about specific topic • Demonstrates mastery knowledge about topic • Draws and labels detailed pictures to support the writing
Vocabulary & Language Complexity	<ul style="list-style-type: none"> • Uses only pictures or adds just a few simple words to pictures. • Vocabulary and language chosen do not make the text "sound like" informational writing • Writing makes no sense 	<ul style="list-style-type: none"> • Uses simple, general vocabulary and no technical terms related to the topic • Uses mostly incomplete sentences or phrases • Most sentences start in the same way 	<ul style="list-style-type: none"> • Uses conversational vocabulary with few topic-related technical terms • Uses primarily simple sentences mixed with a few phrases/fragments • Some sentences start in the same way 	<ul style="list-style-type: none"> • Uses specific words and age-appropriate technical language • Uses more complex & expanded sentences than simple sentences • Beginning of sentences in text vary and sound natural to fit the genre
Conventions/ Grammar & Mechanics	<ul style="list-style-type: none"> • Does not use word spacing, punctuation, or capitalization • Writing may appear as string of letters • Letters not correctly formed or legible 	<ul style="list-style-type: none"> • Demonstrates correct word spacing most of the time • Inventive spelling used consistently...many words not recognizable to reader • Uses capitalization and punctuation inconsistently or incorrectly • Writing is mostly legible 	<ul style="list-style-type: none"> • Uses correct word spacing with rare exceptions • About half of the sight words spelled correctly, inventive spelling/close approximations for other words • Capitalization & punctuation consistent at beginning and end of sentences with some fragments present. • Writing legible & correct 	<ul style="list-style-type: none"> • Uses correct word spacing throughout text • High frequency words spelled correctly and other words are close to standard spelling • Correct capitalization and punctuation used consistently • Letter formation is neat and correct

Procedural/ How-To Writing Rubric Grades 1-2



	1	2	3	4
Topic Introduction/ Focus of Writing	<ul style="list-style-type: none"> • Topic NOT introduced • Does not demonstrate understanding of topic • No clear topic is evident • Pictures do not reflect topic 	<ul style="list-style-type: none"> • Topic is inferred, but not directly stated; unclear, inconsistent, or too general • Demonstrates some understanding about topic • Inconsistent in sticking to topic 	<ul style="list-style-type: none"> • With support, writes a topic sentence to introduce topic • Demonstrates acceptable understanding of topic • Sticks to topic with minimal deviation 	<ul style="list-style-type: none"> • Writes a clear topic sentence introduction and conclusion for a how-to text • Demonstrates strong understanding of topic • Sticks to topic with no deviations
Organization	<ul style="list-style-type: none"> • No sentence structure or procedural steps are evident • Information is randomly scattered and non-sequential • No supplies or materials mentioned to accomplish task • No transitional words present 	<ul style="list-style-type: none"> • With support, organizes procedural information into sentences • Most information presented in sequential order, with some missing steps • Mentions a few supplies in context, but does not provide a list of materials • No transitional words present 	<ul style="list-style-type: none"> • Organizes procedural information into sentences • Information presented in sequential order, with some missing steps • Mentions incomplete list of supplies/materials needed to complete the task • Uses a few transitional words to connect the steps, but not consistently 	<ul style="list-style-type: none"> • Writes procedural information in clear, detailed, sequential steps to explain how to do a task • Lists supplies and materials needed to complete the task • Uses transitional/ linking words to connect steps or paragraphs in sequential order
Details	<ul style="list-style-type: none"> • Uses no procedural details • Provides only narrative story elements or opinions with no how-to details to complete task • Demonstrates no knowledge about the topic • No picture illustrations 	<ul style="list-style-type: none"> • Provides 1-2 procedural details, but woven inconsistently with narrative story or opinions • Some details provided may or may not be related to topic • Provides only general information about topic • No picture illustrations 	<ul style="list-style-type: none"> • Supports topic with procedural details but not enough descriptive language • Provides some details/facts mixed with general information on topic • Demonstrates simple understanding about topic • Draws picture to illustrate 	<ul style="list-style-type: none"> • Supports topic with detailed procedural steps using descriptive language in sentences that fully describe how to perform the task • Demonstrates mastery knowledge about topic • Draws and labels detailed pictures to support the writing
Vocabulary & Language Complexity	<ul style="list-style-type: none"> • Uses only pictures or adds just a few simple words to pictures. • Vocabulary and language chosen do not make the text "sound like" procedural writing • Writing makes no sense 	<ul style="list-style-type: none"> • Uses simple, general vocabulary and no technical terms related to the topic • Uses mostly incomplete sentences or phrases • Most sentences start in the same way or by repeating the same temporal word... ie. then, then, then... 	<ul style="list-style-type: none"> • Uses conversational vocabulary with few topic-related technical terms • Uses primarily simple sentences mixed with a few phrases/fragments • Uses some temporal words at beginning of sentences to mark a sequence, but use is inconsistent 	<ul style="list-style-type: none"> • Uses specific words and age-appropriate technical language • Uses more complex & expanded sentences than simple sentences • Beginning of sentences in text vary with use of temporal words that follow a logical sequence to fit the genre

<p>Conventions/ Grammar & Mechanics</p>	<ul style="list-style-type: none"> • Does not use word spacing, punctuation, or capitalization • Writing may appear as string of letters • Letters not correctly formed or legible • Does not use class Word Wall 	<ul style="list-style-type: none"> • Uses correct word spacing most of the time • Inventive spelling used consistently...many words not recognizable to reader • Uses capitalization and punctuation inconsistently or incorrectly • Writing is mostly legible • Uses the class Word Wall with teacher prompting 	<ul style="list-style-type: none"> • Uses correct word spacing with rare exceptions • About half of the sight words spelled correctly, with inventive spelling/close approximations for many other words • Capitalization & punctuation consistent at beginning and end of sentences with some fragments present. • Writing legible & correct • Inconsistently uses the class Word Wall for correct spelling reference 	<ul style="list-style-type: none"> • Uses correct word spacing throughout text • High frequency words spelled correctly and other words are close to standard spelling • Correct capitalization and punctuation used consistently • Letter formation is neat and correct • Independently uses the class Word Wall for correct spelling reference
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Response to Literature Writing Rubric

Grades 1-2



	1	2	3	4
Topic Introduction/ Focus of Writing	<ul style="list-style-type: none"> • Topic NOT introduced • Does not demonstrate understanding of key ideas in the literature piece • Demonstrates no awareness of task, purpose, and audience • No clear topic is evident 	<ul style="list-style-type: none"> • Topic is inferred, but not directly stated; unclear, inconsistent, or too general • Demonstrates vague understanding of key ideas in the literature piece • Demonstrates vague awareness of task, purpose, and audience • Inconsistent in sticking to topic 	<ul style="list-style-type: none"> • With support, writes a topic sentence to introduce the main idea of the literature response • Demonstrates acceptable understanding of key ideas in the literature piece • Demonstrates acceptable awareness of task, purpose, and audience • Sticks to topic with minimal deviation 	<ul style="list-style-type: none"> • Writes a clear topic sentence introduction and conclusion that states the main idea of the literature response • Demonstrates strong comprehension of key ideas in the literature piece • Demonstrates strong awareness of task, purpose, and audience • Sticks to topic with no deviations
Organization/ Development of Ideas	<ul style="list-style-type: none"> • No paragraph structure is evident • Demonstrates no awareness of task, purpose, & audience • No reference to personal opinion • Demonstrates no understanding of literature selection • Demonstrates no logical reasoning • No mention of similarities/differences • Writing does not answer prompt question • Information is randomly scattered and non-sequential 	<ul style="list-style-type: none"> • No paragraph structure, but informational sentences make sense • Demonstrates vague or inconsistent awareness of task, purpose, & audience • Personal opinion is vague or not directly stated • Demonstrates inconsistent understanding of literature selection • Demonstrates inconsistent reasoning & logic • Vague or indirect mention of similarities/differences • Writing partially answers prompt question • Most information presented in sequential order 	<ul style="list-style-type: none"> • Organizes ideas into incomplete paragraph • Demonstrates partial awareness of task, purpose, & audience • Writing briefly mentions personal opinion with no text reference • Demonstrates simple understanding of literature selection • Writing demonstrates partial logical reasoning • Brief mention of similarities/differences • Writing answers prompt question • Information is presented in sequential order 	<ul style="list-style-type: none"> • Ideas organized in clear paragraph structure • Consistently demonstrates clear awareness of task, purpose, & audience • Writing conveys strong personal opinion and includes references to support that position • Demonstrates strong comprehension of literature selection • Writing demonstrates clear, logical reasoning • Writing describes similarities/differences in detail • Writing fully answers and elaborates on prompt question • Uses transitional/ linking words to connect ideas or paragraphs in sequential order

Details/ Use of Text Based Evidence	<ul style="list-style-type: none"> • Provides no text references • Drawings do not match writing • 	<ul style="list-style-type: none"> • Provides some text references to support topic, but disjointed, inconsistent, or not clear • Drawings are vague and only partially match writing 	<ul style="list-style-type: none"> • Supports topic with limited text-based examples & citations • Drawings, if present, are simple, and mostly match writing 	<ul style="list-style-type: none"> • Supports topic with detailed, specific, text-based examples & citations references • Drawings, if present, are detailed, labeled, and congruent to writing
Vocabulary & Language Complexity	<ul style="list-style-type: none"> • Uses only pictures or adds just a few simple words to pictures with no descriptive language • Writing makes no sense 	<ul style="list-style-type: none"> • Uses simple, general vocabulary with limited descriptive language • Uses mostly incomplete sentences or phrases • Most sentences start in the same way 	<ul style="list-style-type: none"> • Uses conversational vocabulary with some descriptive language • Uses primarily simple sentences mixed with a few phrases/fragments • Some sentences start in the same way.... 	<ul style="list-style-type: none"> • Uses specific words and abundant age-appropriate descriptive language • Uses more complex & expanded sentences than simple sentences • Beginning of sentences in text vary and makes the writing sound interesting
Conventions/ Grammar & Mechanics	<ul style="list-style-type: none"> • Does not use word spacing, punctuation, or capitalization • Writing may appear as string of letters • Letters not correctly formed or legible 	<ul style="list-style-type: none"> • Demonstrates correct word spacing most of the time • Inventive spelling used consistently...many words not recognizable to reader • Uses capitalization and punctuation inconsistently or incorrectly • Writing is mostly legible 	<ul style="list-style-type: none"> • Uses correct word spacing with rare exceptions • About half of the sight words spelled correctly, inventive spelling/close approximations for other words • Capitalization & punctuation consistent at beginning and end of sentences with some fragments present. • Writing legible & correct 	<ul style="list-style-type: none"> • Uses correct word spacing throughout text • High frequency words spelled correctly and other words are close to standard spelling • Correct capitalization and punctuation used consistently; capitalizes the word "I" and people's names • Letter formation is neat and correct

The Writing Process Rubric

	1 - Poor I need more work in this area.	2 - Fair I'm showing effort in this area but need more guidance.	3 - Good I have a firm grasp on this but have minor details to work on.	4 - Excellent I am a rock star in this area! I'm on my way to a "4"!
Brainstorming & Prewriting First & Second Steps in the Writing Process	No evidence of time spent brainstorming, organizing and prewriting ideas for this piece of writing	Some evidence that shows time spent brainstorming, organizing, and prewriting ideas for this piece of writing	Simple evidence shows the use of brainstorming, organizing (magnifying, graphic organizers, etc.) and prewriting ideas for this piece of writing	Detailed evidence showing time spent brainstorming, organizing (magnifying, graphic organizers, etc.) and prewriting ideas for this piece of writing.
Rough Draft Third Step in The Writing Process	<ul style="list-style-type: none"> Rough draft includes little to no ideas from Brainstorming & Prewriting 	<ul style="list-style-type: none"> Rough draft includes limited ideas from B & P Attempt was made to include information from steps one and two in the rough draft 	<ul style="list-style-type: none"> Rough draft includes ideas from Brainstorming & Prewriting Evidence shows student used steps one and two to write the rough draft 	<ul style="list-style-type: none"> Rough draft clearly includes detailed ideas from Brainstorming & Prewriting Evidence shows clear organization in writing
Revising & Editing Fourth Step in The Writing Process	<ul style="list-style-type: none"> Student spent little to no time revising & editing Little to no changes made to writing Numerous errors in conventions/grammar make it hard to understand the writing 	<ul style="list-style-type: none"> Student attempted to make changes to writing, Changes were minimal and focused on editing vs. content and description presented in writing Frequent errors were made in conventions/grammar 	<ul style="list-style-type: none"> Student revision shows adequate changes made to content and ideas Details were added to enhance writing Few errors were made in conventions/grammar 	<ul style="list-style-type: none"> Student made numerous changes to writing, changing/adding details and description to make writing more attractive to reader Very few errors were made in conventions/grammar
Final Draft Fifth Step in The Writing Process	<ul style="list-style-type: none"> Final draft is incomplete Little evidence of idea development Most of the writing makes no sense No evidence of beginning, middle, or ending 	<ul style="list-style-type: none"> Final draft is complete Inconsistent evidence of idea development Some parts make sense, others don't No evidence of beginning, middle, or ending 	<ul style="list-style-type: none"> Final draft is complete Evidence of adequate effort made to develop the story May have incomplete beginning, middle, and ending 	<ul style="list-style-type: none"> Final draft is complete Story fully developed with clear beginning, middle and ending.
Handwriting Legible writing.	<ul style="list-style-type: none"> Handwriting is very difficult to read. Many incorrect letter formations and no word spacing Black smudges and tears in paper from previous errors 	<ul style="list-style-type: none"> Handwriting is somewhat difficult to read Evidence of incorrect letter formation and inconsistent word spacing Black smudges on paper from erasure of previous mistakes 	<ul style="list-style-type: none"> Handwriting legibility inconsistent... difficult to read in places & easy in others. Inconsistent letter formation and word spacing Ghost writing present from mistakes not completely erased 	<ul style="list-style-type: none"> Handwriting is easy to read Shows correct letter formation & adequate word spacing Mistakes made were completely erased.
Participation Use of time in class.	<ul style="list-style-type: none"> Student did not use class time wisely. Student frequently redirected to work on writing process. 	<ul style="list-style-type: none"> Student inconsistently used class time wisely Teacher redirection required to refocus on writing process. Conversations/actions focused on other topics 	<ul style="list-style-type: none"> Student mostly used class time wisely. Student focused on the writing process with little distractions the majority of time 	<ul style="list-style-type: none"> Student always used class time wisely. All conversations during class were focused on the writing process.