

**Informative/Explanatory Writing Rubric  
Grade 1**

<b>Score of 4 – Above Grade Level</b>	<b>Score of 3 – On Grade Level</b>	<b>Score of 2 – Approaching Grade Level</b>	<b>Score of 1 – Below Grade Level</b>	
<p>The writing –</p> <ul style="list-style-type: none"> <li>introduces the topic (2W2)</li> <li>provides a concluding statement or section (2W2)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>names the topic (1W2)</li> <li>provides some sense of closure (1W2)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to name the topic</li> <li>attempts to provide some sense of closure</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to name the topic</li> <li>makes little or no attempt to provide some sense of closure</li> </ul>	<b>Organization/ Purpose</b> 2 x ____ = ____
<p>The writing –</p> <ul style="list-style-type: none"> <li>uses facts and definitions to develop points (2W2)</li> <li>uses information from experiences or provided sources (2W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>supplies some facts about the topic (1W2)</li> <li>uses information from experiences or provided sources, with guidance and support from adults (1W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to supply some facts about the topic</li> <li>attempts to use information from experiences or provided sources, with guidance and support from adults</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to supply some facts about the topic</li> <li>makes little or no attempt to use information from experiences or provided sources, with guidance and support from adults</li> </ul>	<b>Evidence/Elaboration</b> 2 x ____ = ____
<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (2L1-2)*</li> <li>has errors that do not interfere with understanding (2L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (1L1-2)*</li> <li>has errors that do not interfere with understanding (1L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>has errors that interfere with understanding</li> </ul>	<b>Language/ Conventions</b> 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"> <li>• Print all upper and lowercase letters (1L1a)</li> <li>• Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (1L2d)</li> <li>• Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (1L2e)</li> <li>• Correctly spell words at grade level and below</li> </ul>	<p>Capitalize</p> <ul style="list-style-type: none"> <li>• Dates and names of people (1L2a)</li> </ul>	<ul style="list-style-type: none"> <li>• Use end punctuation for sentences. (1L2b)</li> <li>• Use commas in dates and to separate single words in a series. (1L2c)</li> </ul>	<p>Nouns:</p> <ul style="list-style-type: none"> <li>• Use common, proper, and possessive nouns. (1L1b)</li> <li>• Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). (1L1c)</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>• 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)</li> </ul> <p>Adjectives:</p> <ul style="list-style-type: none"> <li>• Use frequently occurring adjectives. (1L1f)</li> </ul> <p>Pronouns:</p> <ul style="list-style-type: none"> <li>• Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything). (1L1d)</li> </ul> <p>Determiners:</p> <ul style="list-style-type: none"> <li>• Use determiners (e.g., articles, demonstratives). (1L1h)</li> </ul> <p>Conjunctions:</p> <ul style="list-style-type: none"> <li>• Use frequently occurring conjunctions (e.g., and, so but, so, because) (1L1g)</li> </ul>	<ul style="list-style-type: none"> <li>• Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (1L1j)</li> </ul>