

## GRADE 1 INFORMATION WRITING RUBRIC

|                             | 1 (Below Basic)  | 2 (Basic)  | 3 (Proficient)  | 4 (Advanced)  |
|-----------------------------|--|--|---|---|
| <b>STRUCTURE</b>            |  |  |   |   |
| <b>Overall</b>              | The writer told & drew pictures about a topic he/she knew.   | The writer told, drew, and wrote about a topic.  | The writer taught his/her readers about a topic.  | The writer taught readers some important points about a subject.  |
| <b>Lead</b>                 | The writer started by drawing or saying something.   | The writer told what his/her topic was.  | The writer named his/her topic in the beginning and got the readers' attention.   | The writer wrote a beginning in which he/she named a subject and tried to interest readers.   |
| <b>Transitions</b>          | The writer kept on working.  | The writer put different things he/she knew about the topic on his pages.  | The writer told different parts about his/her topic on different pages.   | The writer used words such as <i>and</i> and <i>also</i> to show he/she had more to say.  |
| <b>Ending</b>               | After the writer said, drew, and "wrote" all he/she could about his/her topic, he/she ended it.    | The writer had a last part or page.  | The writer wrote an ending.   | The writer wrote some sentences or a section at the end to wrap up his/her piece.   |
| <b>Organization</b>         | On the writer's paper, there was a place for a drawing & a place where he/she tried writing words. | The writer told, drew, and wrote information across pages.   | The writer told about his/her topic part by part.   | The writer's writing had different parts. Each part told different information about the topic.   |
| <b>DEVELOPMENT</b>          |  |  |   |   |
| <b>Elaboration</b>          | The writer put one and then more on the page.  | The writer drew and wrote some important things about the topic.   | The writer put facts in his/her writing to teach about his/her topic.   | The writer used different kinds of information in his/her writing such as facts, definitions, details, and steps.                           |
| <b>Craft</b>                | The writer said, drew, and "wrote" things he/she knew about the topic.                             | The writer told, drew, and wrote some details about the topic.   | The writer used labels and words to give facts.   | The writer tried to include the words that showed he/she was an expert on the subject.  |
| <b>LANGUAGE CONVENTIONS</b> |  |  |   |   |
| <b>Spelling</b>             | The writer tried to make words.  | The writer wrote a letter for the sounds he/she heard.<br>The writer used the word wall to help him/her spell.                 | The writer used chunks for words (e.g., <i>at</i> , <i>op</i> , <i>it</i> , etc.) to help him/her spell. The writer used the word wall to help him/her spell words. | The writer's spelling is accurate, even on unfamiliar words.  |
| <b>Conventions</b>          | The writer could label pictures.<br><br>The writer could write his/her name.                       | The writer usually put spaces between words.<br>The writer began and ended some sentences with capitalization and punctuation. | The writer always spaced written words correctly.<br>The writer began and ended most sentences with capitalization and punctuation.                                 | The writer began and ended all sentences with accurate capitalization and punctuation.<br>The writer used commas and apostrophes correctly. |

### Scoring Directions

In each row, highlight the descriptor in the column that matches the student's work. **Scores in the categories of Elaboration and Craft are worth double the point value.** Total the number of points and then track students' progress by seeing when the total points increase.

Overall Score \_\_\_\_\_

Lead Score \_\_\_\_\_

Transition Score \_\_\_\_\_

Ending Score \_\_\_\_\_

Organization Score \_\_\_\_\_

Elaboration \_\_\_\_\_ x 2 = \_\_\_\_\_

Craft Score \_\_\_\_\_ x 2 = \_\_\_\_\_

Conventions Score \_\_\_\_\_

Total Score \_\_\_\_\_

| Number of Points | Scaled Score* |
|------------------|---------------|
| 1—10             | 1             |
| 11—20            | 2             |
| 21—30            | 3             |
| 31—40            | 4             |