

1st Grade Informational/Expository Instructional Analytic Writing Rubric

Name _____ Date _____ Mode _____

Informational: increases readers’ knowledge of a subject, help reader better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

	Meets Standards			Approaching Standards			Developing			Emergent		
Content/Ideas	<ul style="list-style-type: none"> ▪ Task/purpose is evident ▪ Adequately supports topic with more precise “facts” as the writer believes true ▪ Generally grade appropriate domain specific vocabulary with no more than one misconception ▪ Contains no more than one extraneous fact/information 			<ul style="list-style-type: none"> ▪ Supports topic with some “facts” as the writer believes true ▪ Grade appropriate domain specific vocabulary that could have misconceptions ▪ May contain some extraneous facts/information 			<ul style="list-style-type: none"> ▪ Minimal focus on the task and/or too broad a purpose ▪ Contains at least one “fact” the writer believes true ▪ Minimal grade appropriate domain specific vocabulary that could have misconceptions 			<ul style="list-style-type: none"> ▪ No writing ▪ Unreadable ▪ Drawing and/or writing show little development of the topic ▪ List or labels 		
	H (24)	M (22)	L (20)	H (18)	M (16)	L (14)	H (12)	M (10)	L (8)	H (6)	M (4)	L (2)
Organization	<ul style="list-style-type: none"> ▪ Text Structure(s): Description, sequence, compare & contrast, cause & effect, and/or problem & solution ▪ Organizes ideas using at least two text features (title, introduction, table of contents, headings, captions, categories, diagrams, conclusion, glossary, bold face words, chapters, drawing, zoom in, cut-away, directional arrows, etc.) ▪ Sense of closure ▪ Beginning to use spaces, lines or separate pages between categories 			<ul style="list-style-type: none"> ▪ Names/introduces the topic ▪ Organizes ideas using at least one text feature (title, introduction, table of contents, headings, captions, categories, diagrams, conclusion, glossary, bold face words, chapters, drawing, zoom in, cut-away, directional arrows, etc.) 						<ul style="list-style-type: none"> ▪ Evidence of sketch or drawing with little to no labeling ▪ No writing ▪ Unreadable ▪ Incorrect Text Type (narrative or opinion) ▪ 1 sentence 		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Style/Voice	Not assessed for this grade level and text type.			Not assessed for this grade level and text type.			Not assessed for this grade level and text type.			Not assessed for this grade level and text type.		
Conventions: See grade level CCSS Grade Level Standards Pg. 26	<ul style="list-style-type: none"> ▪ Grade level high frequency words written correctly ▪ Grammar and usage {L.1.1 (a-f)} ▪ Spelling, punctuation, and capitalization {L.1.2 (a-e)} 			<ul style="list-style-type: none"> ▪ Many grade level high frequency words written correctly ▪ Complete sentences are present ▪ Uses upper and lower case letters correctly ▪ Writes untaught words phonetically ▪ Uses upper and lower case letters appropriately within words ▪ Forms letters accurately 			<ul style="list-style-type: none"> ▪ Uses spaces between words ▪ Capitalizes the first word in a sentence ▪ Capitalizes the pronoun I ▪ Writes medial and final sounds ▪ Uses punctuation, not always correctly ▪ Uses spaces between words 			<ul style="list-style-type: none"> ▪ No writing ▪ Unreadable ▪ Limited sound/letter correspondence ▪ Random letters, words and/or numbers ▪ Upper and lower case letters used inconsistently ▪ Writes initial sounds for most words ▪ No spaces/inconsistent 		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Holistic	48 47 46 45	44 43 42 41	40 39 38 37	36 35 34 33	32 31 30 29	28 27 26 25	24 23 22 21	20 19 18 17	16 15 14 13	12 11 10 9	8 7 6	5 4