

12-Point Informative Writing Rubric - Grade 1 – Oak Grove Primary

Directions: For Organization/Focus & Development/Support circle the 4,3,2,1 box that best describes the child's piece. Not all descriptors/bullets in the shaded areas must be evident – circle the best match.

<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <input type="checkbox"/> Secure = 6-8 points </div> <div style="text-align: center;"> <input type="checkbox"/> Developing = 4-5 points </div> <div style="text-align: center;"> <input type="checkbox"/> Beginning = 2-3 points </div> </div> <h3 style="text-align: center; margin-top: 5px;">Writing Craft</h3>				
Organization/Focus	4	3	2	1
	<p style="text-align: center; margin: 0;">Piece has an <u>effective complete structure</u>, is <u>fully sustained</u> and <u>focused</u>. Below are the descriptors:</p>	<p style="text-align: center; margin: 0;">Piece has a <u>structure</u>, may contain minor flaws, but piece is <u>coherent</u>, and is <u>generally focused</u>. Below are the descriptors:</p>	<p style="text-align: center; margin: 0;">Piece has <u>inconsistent structure</u>, with some flaws. May have some <u>loosely connected ideas</u> and <u>minor drifts in focus</u>. Below are the descriptors:</p>	<p style="text-align: center; margin: 0;">Piece has <u>little or no organizational structure</u>. May be <u>related to the topic</u> but <u>has little or no focus</u>. Below are the descriptors:</p>
	<input type="checkbox"/> Effective introduction of the topic using complete sentence(s).	<input type="checkbox"/> Adequate introduction of the topic using a complete sentence.	<input type="checkbox"/> Minimal introduction of the topic.	<input type="checkbox"/> Unclear or missing introduction of the topic.
	<input type="checkbox"/> No off topic info in the piece.	<input type="checkbox"/> May contain one off topic piece of information.	<input type="checkbox"/> Contains two off topic pieces of information.	<input type="checkbox"/> Contains three or more off topic pieces of information.
	<input type="checkbox"/> Piece provides a strong sense of closure.	<input type="checkbox"/> Piece provides a sense of closure.	<input type="checkbox"/> Piece has a weak closure.	<input type="checkbox"/> Missing a sense of closure.
<input type="checkbox"/> All sentences arranged with a sense of order.	<input type="checkbox"/> Most sentences arranged with a sense of order.	<input type="checkbox"/> Sentences somewhat confusing in their order.	<input type="checkbox"/> Sentence arrangement shows very little sense of order.	
<p>NOTE: In this genre, linking/transition words are not required in the GLEs until grade 2. Teach for the use of these words, but do not count off if they are missing.</p>				
Development/Support	4	3	2	1
	<p style="text-align: center; margin: 0;">The piece provides <u>thorough, effective elaboration of the topic</u> and <u>effectively develops ideas</u>, using <u>precise language</u>. Below are the descriptors:</p>	<p style="text-align: center; margin: 0;">The piece provides <u>adequate elaboration of the topic</u> and <u>adequately develops ideas</u> with a <u>mix of precise and more general language</u>. Below are the descriptors:</p>	<p style="text-align: center; margin: 0;">The informative piece provides <u>uneven or brief elaboration of the topic</u>, & <u>develops ideas unevenly</u>, using <u>simplistic language</u>. Below are the descriptors:</p>	<p style="text-align: center; margin: 0;">The informative piece provides <u>minimal elaboration of the topic</u>, is <u>vague</u>, <u>lacks clarity</u>, or is <u>confusing</u>. Below are the descriptors:</p>
	<input type="checkbox"/> Supplies effective (at least 3) facts about the topic.	<input type="checkbox"/> Supplies adequate (at least two) facts about the topic.	<input type="checkbox"/> Supplies minimal (1) facts about the topic.	<input type="checkbox"/> Supplies few or no facts about the topic.
<input type="checkbox"/> Effectively uses <u>specific</u> words that are related to the topic.	<input type="checkbox"/> Adequate use of <u>specific</u> words that are related to the topic.	<input type="checkbox"/> Weak or minimal use of <u>specific</u> words that are related to the topic.	<input type="checkbox"/> Little or no use of <u>specific</u> words that are related to the topic and audience.	

		<input type="checkbox"/> Secure	<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning
Conventions/Skills	4	3	2	1
	Effective command of conventions.	Adequate command of conventions.	Partial command of conventions.	Poor command of conventions.
	Uses correct conventions 90-100% of the time.	Uses correct conventions 80-89% of the time.	Uses correct conventions 60-79% of the time.	Uses correct conventions 0-59% of the time.
<p><u>K-1st Grade GLE Convention Expectations:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Write legibly. <input type="checkbox"/> Spacing within & between words is correct. <input type="checkbox"/> Sentences are complete & make sense. <input type="checkbox"/> Correct capitalization of: the word I, beginnings of sentences, names of people. <input type="checkbox"/> Correct punctuation at the ends of sentences. <input type="checkbox"/> Correctly spelled high-frequency words taught to this point ("Word Wall" Words). <input type="checkbox"/> Mix of phonetic (sounds recorded in order) and spelling pattern words (w-ill/p-ill) <input type="checkbox"/> Correct use of subject/verb agreement. (She has <u>some</u> dogs. We have <u>a</u> dog.) <input type="checkbox"/> Correct use of commas to separate words in a list. <input type="checkbox"/> Correct use of inflectional endings (-s, -ed, -ing) to designate past, present, and future in sentences. <input type="checkbox"/> Correct use of past, present, and future tense verbs. 				

Grade 1 Source-Based Anchor Examples for Informative Writing

Secure		Developing	Beginning
<p>4</p> <p>Piece has an <u>effective complete structure</u>, is <u>fully sustained</u> and <u>focused</u>. Below are the descriptors:</p>	<p>3</p> <p>Piece <u>has a structure</u>, may contain minor flaws, but piece is <u>coherent</u>, and is <u>generally focused</u>. Below are the descriptors:</p>	<p>2</p> <p>Piece has <u>inconsistent structure</u>, with some flaws. May have some <u>loosely connected ideas</u> and <u>minor drifts in focus</u>. Below are the descriptors:</p>	<p>1</p> <p>Piece has <u>little or no organizational structure</u>. May be <u>related to the topic</u> but has <u>little or no focus</u>. Below are the descriptors:</p>
<p>4</p> <p>The piece provides <u>thorough, effective elaboration of the topic</u> and <u>effectively develops ideas</u>, using <u>precise language</u>. Below are the descriptors:</p>	<p>3</p> <p>The piece provides <u>adequate elaboration of the topic</u> and <u>adequately develops ideas</u> with <u>a mix of precise and more general language</u>. Below are the descriptors:</p>	<p>2</p> <p>The informative piece provides <u>uneven or brief elaboration of the topic</u>, & <u>develops ideas unevenly</u>, using <u>simplistic language</u>. Below are the descriptors:</p>	<p>1</p> <p>The informative piece provides <u>minimal elaboration of the topic</u>, is <u>vague</u>, lacks clarity, or is <u>confusing</u>. Below are the descriptors:</p>
<p>The Sni-Bar Fire Station is a very important place in our community. If there is ever a fire, you will need the station to send help fast. The station has a pumper truck that brings water to spray onto the fire. The pumper truck can hold 1,000 gallons of water. That's a lot! It also has lots of hoses that spray a long way. The station also has a ladder truck. The ladder truck has a ladder that can go up to 100 feet high! That helps them rescue people who are stuck high up. Now you see why the fire station is definitely an important place in our community.</p>	<p>The Sni-Bar Fire Station is in Oak Grove. They have lots of trucks at the fire station. Some of the trucks have ladders that go very high, and other trucks have lots of water and hoses in them. The water trucks are called pumper trucks. We went to the fire station for our field trip. When there is a fire, you will need the fire station to help you.</p>	<p>The fire station has lots of trucks like trucks for water and trucks for ladders. They save people in a fire. My uncle is a fireman. I like the fire station.</p>	<p>Fire trucks put out fires. They help people. It is a long walk to the fire station. Like 10 miles. I like fireman. My uncle is a fireman. He is nice.</p>