
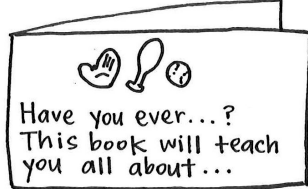
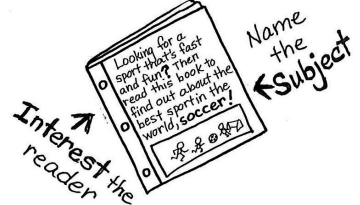
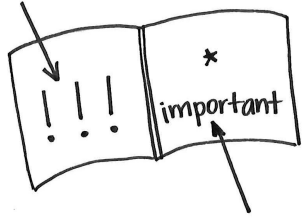
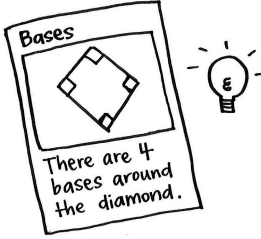
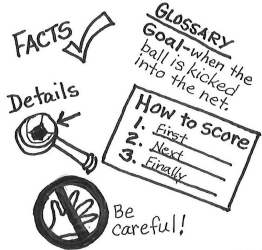

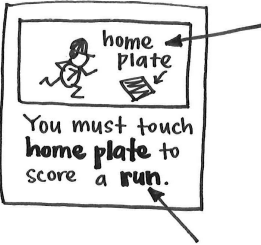





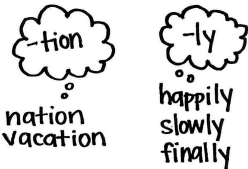
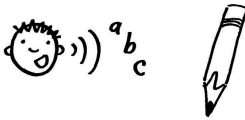
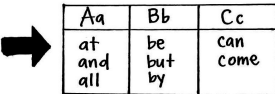
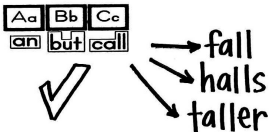

1st Grade Semester 1 Information Writing Rubric

Structure				
Overall	I taught my readers about a topic.			
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			
Did I do it like a first grader?	Needs Improvement	Developing	Proficient	Exceeds
	1	2	3	4
Lead	<p>The writer started by drawing or saying something.</p>	<p>The writer told what their topic was.</p> 	<p>The writer named their topic in the beginning and got the readers' attention.</p> 	<p>The writer wrote a beginning in which they named a subject and tried to interest readers.</p> 


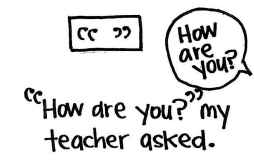

Development


Overall	I taught my readers about a topic.			
W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.			
Did I do it like a first grader?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
Elaboration	The writer put more and then more on the page.	The writer drew and wrote some important things about the topic. 	The writer put facts in their writing to teach about their topic. 	The writer used different kinds of information in their writing such as facts, definitions, details, steps, and tips. 
Craft	The writer said, drew, and "wrote" things they 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 they were an expert on the subject. 

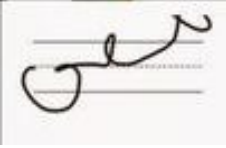
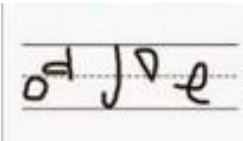
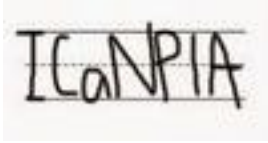
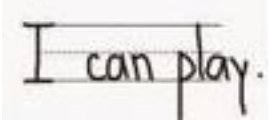
Language Conventions

Overall	I wrote about when I did something.			
L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.			
L.1.2	Demonstrate command of the convention of standard English capitalization, punctuation and spelling when writing.			
Did I do it like a first grader?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
Spelling	<p>The writer could read their pictures and some of their words.</p> <p>The writer tried to make words.</p>	<p>The writer could read their writing.</p> 	<p>The writer used all they knew about words and chunks of words to help them spell.</p> 	<p>To spell a word, the writer used what they knew about spelling patterns (tion, er, ly, etc)</p> 
Spelling	<p>The writer tried to make words.</p>	<p>The writer wrote a letter for the sounds they heard.</p>  <p>The writer used the word wall to help her spell.</p> 	<p>The writer spelled all the word wall words right and used the word wall to help them spell other words.</p> 	<p>The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.</p> 

Language Conventions

Did I do it like a first grader?	Needs Improvement	Developing	Proficient	Exceeds
	1	2	3	4
Punctuation	<p>The writer could label pictures. The writer could write her name.</p>	<p>The writer could put spaces between words.</p> <p style="text-align: center;">I love writing!</p> 	<p>The writer ended sentences with punctuation.</p> <p style="text-align: center;">End it with • ! ?</p>	<p>The writer used quotation marks to show what characters said.</p> <p style="text-align: center;">  </p> <p>The writer used words such as can't and don't, they used the apostrophe.</p> <p style="text-align: center;">  can't I'm don't we'll </p>
Capitalization	<p>The writer used lowercase letters for all words in a sentence.</p>	<p>The writer used lowercase letters unless capitals were needed.</p> <p style="text-align: center;">tHE → the</p>	<p>The writer used a capital letter for names.</p>	<p>The writer used a capital letter to start every sentence.</p> <p>The writer used a capital letter for all proper nouns.</p>

		The writer wrote capital letters to start every sentence.		<p>M. Months, Days, Holidays</p> <p>I. The pronoun I</p> <p>N. Names of people, places, etc</p> <p>T. Titles of books, movies, etc</p> <p>S. Start of sentences</p>
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Did I do it like a first grader?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
Handwriting	I did not make my letters near the line and I have lots of reversals. 	I made my letters near the line, and I have some reversals. 	I sometimes made my letters touch the correct lines with a few reversals. 	I made my letters touch the correct lines with no reversals. 
Spacing	I had no spacing.	I made my spaces too big.	I sometimes used correct spacing.	I used correct spacing.

Speaking and Listening				
SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.			
Did I do it like a first grader?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
	I didn't contribute to	I rarely contributed to	I sometimes contributed to	I contributed to discussions

	discussions with partners about this project.	discussions with partners about this project.	discussions with partners about this project.	with partners about this project.
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Speaking and Listening

SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.			
Did I do it like a first grader?	Needs Improvement	Developing	Proficient	Exceeds
	1	2	3	4
	I needed help to ask questions about key details. I answered some questions about key details being presented.	I sometimes answered and asked questions about key details being presented.	I often answered and asked questions about key details being presented.	I answered and asked questions about key details being presented.

Research and Writing

W.1.7	Participate in shared research and writing projects (explore a number of how to books on a given topic) and use them to write a sequence of instructions.			
Did I do it like a first grader?	Needs Improvement	Developing	Proficient	Exceeds
	1	2	3	4

	<p>I contributed to class and small group discussions about this project by using my environment and tools to help me find more information.</p>	<p>I contributed to class and small group discussions about this project.</p>	<p>I sometimes contributed to class and small group discussions about this project.</p>	<p>I rarely contributed to class and small group discussions about this project.</p>
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