Prairie-Hills District 144 – Informational/Explanatory Text-Based Rubric, Grade 1

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Information CCSS*: ➢ W – 2	• Responds skillfully with all statements related to the prompt • Demonstrates a strong understanding of topic/text	• Responds with all statements related to the prompt • Demonstrates an understanding of the topic/text	• Responds with most statements related to the prompt • Demonstrates limited understanding of the topic/text	• Responds with little or no statements related to the prompt • Demonstrates little or no understanding of the topic/text
Organization CCSS: ➢ W – 2	• Organizes ideas and information into paragraph structure using a clear topic sentence, facts and definitions, and concluding sentence • Uses linking words to connect ideas	• Organizes ideas and information into paragraph structure using a clear topic sentence, facts, and a sense of closure	• Organizes ideas and information in an incomplete paragraph structure (e.g., missing sense of closure)	• Organizes with no evidence of paragraph structure
Support/ Evidence CCSS: ➢ W – 2	• Develops the topic skillfully with facts and definitions	• Develops the topic with facts	• Develops the topic with limited facts	• Uses few to no facts
Language-Conventions of Grammar and Usage CCSS: ➢ L – 1b, c, and j	• Uses common, proper, possessive, and collective nouns correctly • Uses verb tenses and plural nouns correctly, including irregular forms • Produces, expands, and rearranges simple and compound sentences	• Uses common, proper, and possessive nouns correctly • Uses singular and plural nouns with correctly matching verbs • Produces correct simple and compound sentences	• Uses some common, proper, and possessive nouns correctly • Uses some singular and plural nouns with correctly matching verbs • Produces mostly correct simple and compound sentences	• Uses few common, proper, and possessive nouns correctly • Uses few singular and plural nouns with correctly matching verbs • Produces mostly incorrect simple and compound sentences
Language – Conventions of Capitalization Punctuation, and Spelling CCSS: ➢ L – 2 a-e	• Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly all the time • Applies conventional spelling for words with common spelling patterns and irregular sight words • Spells with learned spelling patterns with untaught words	• Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles • Uses commas in a series and with a conjunction correctly; uses end punctuation correctly • Applies conventional spelling for words with common spelling patterns and frequently occurring irregular words • Spells untaught words phonetically	• Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly some of the time • Applies conventional spelling for most consonant and short-vowel sounds • Spells simple words phonetically	• Capitalizes incorrectly with many errors • Uses commas, apostrophes, and end punctuation incorrectly or not at all • Applies little to no sound/ spelling correspondence of consonants and short vowels • Spells few to no simple words phonetically

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "RIT"=Reading – Informational Text; "L"= Language strand)

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CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (1st) as well as the previous and subsequent grades. Since the rubric score of "4" represents "above grade level" work, the 2nd grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards   W = Writing   RIT= Reading – Informational Text   L=Language

Strand (Domain)	Kindergarten	1st	2nd
Writing	2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
Language- Conventions of Grammar and Usage	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language – Conventions of Capitalization, Punctuation, and Spelling	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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