

Washington West Supervisory Union
Informative-Explanatory Writing Rubric Grades K-2

STRUCTURE	Statement of Purpose/Focus	Beginning	Emerging	Proficient	Advanced
	Organization	<ul style="list-style-type: none"> • Uses a combination of drawing and dictation/writing to respond to the topic (K) AND • Attempts to identify a topic but may provide little or no focus • May be very brief • May have a major drift • Focus may be confusing or ambiguous 	<ul style="list-style-type: none"> • Uses a combination of drawing and dictation/writing to respond to the topic (K) AND • Has topic and attempts a focus, but focus may shift or not be relevant 	<ul style="list-style-type: none"> • Uses a combination of drawing and dictation/writing to respond to the topic (K) AND • Demonstrates an understanding of topic with clearly stated focus/controlling idea that is maintained 	<ul style="list-style-type: none"> • Uses a combination of drawing and dictation/writing to respond to the topic (K) AND • Demonstrates an insightful understanding of topic with clearly stated focus/controlling idea that is consistently maintained OR • Makes a connection between topic and broader ideas
DEVELOPMENT	Elaboration of Evidence	<ul style="list-style-type: none"> • Attempts introduction, body and conclusion, but one or more parts are missing • Uses no linking words 	<ul style="list-style-type: none"> • Includes introduction, body and conclusion, but may lack clarity or coherence (e.g. attempts to connect ideas, but may not be logical or make sense) • Uses only linking words to connect ideas, but it may be incorrect/ineffective • Provides an unclear concluding statement 	<ul style="list-style-type: none"> • Organizes ideas and information into paragraph structure using a clear topic sentence, facts/definitions and concluding sentence • Uses linking words to connect ideas 	<ul style="list-style-type: none"> • Organizes ideas and information into paragraph structure using a clear topic sentence, facts/definitions grouped by related information and concluding sentence • Uses a variety of effective linking words and phrases (e.g. sequence, compare/contrast, description, cause/effect, problem/solution) to connect or group ideas
	Craft	<ul style="list-style-type: none"> • Drawings (K) or writing does not support topics/focus with relevant information 	<ul style="list-style-type: none"> • Drawings (K) or writing supports topic/focus with minimal and/or irrelevant information • Ideas may not be fully elaborated or details may not be sufficient to support topic 	<ul style="list-style-type: none"> • Drawings (K) or writing supports topic/focus with relevant information, descriptive details, labels, captions, facts • Details are explained, not simply listed 	<ul style="list-style-type: none"> • Drawings (K) or writing elaborates on topic/focus with substantial and relevant details, definitions, labels, captions, facts, examples and/or quotes
CONVENTIONS	Grammar Usage Mechanics	<ul style="list-style-type: none"> • Details are limited or not present in writing or drawing (K) 	<ul style="list-style-type: none"> • Labels (K) and words are used to give details about the topic 	<ul style="list-style-type: none"> • Shows evidence of using writer's craft including word choice to convey information 	<ul style="list-style-type: none"> • Uses writer's craft to effectively convey information, including word choice • May use figurative language (e.g. imagery, simile, exaggeration)
		<ul style="list-style-type: none"> • Correct letters for the sounds. • Uses spaces between words. 	<ul style="list-style-type: none"> • Correct words and chunks of words (at, it, etc.) appropriate to grade level. • Use of classroom tools (e.g., word wall) to help spell words. • Ends sentences with punctuation, uses capital letter for names. 	<ul style="list-style-type: none"> • Correct use of pronouns (e.g. I, me, my, they, them, their, myself) • Correct use of verb tenses and plural nouns, including some irregular forms (e.g. is/was; child/children) • Use of simple and compound sentences • Few or no errors in spelling, capitalization or punctuation • Uses academic and domain specific vocabulary appropriate for the audience and purpose 	<ul style="list-style-type: none"> • Correct use of a variety of pronouns. • Correct use of verb tenses and plural nouns, including irregular forms. • Clear use of simple, compound and complex sentences. • Few or no errors in spelling, capitalization or punctuation.

June 23, 2016

Adapted from the Elk Grove Unified School District, K. Hess National Center for Assessment, Smarter Balanced Assessment Consortium Fall 2014