| INFORMATIVE PROMPT RUBRIC: GRADE 1 | | | | |
|---|---|---|---|---|
| **TRAITS** | **BEGINNING (1)** | **DEVELOPING (2)** | **PROFICIENT (3)** | **ACCOMPLISHED (4)** |
| **Ideas** | ☐ Topic is not stated<br>☐ Includes incorrect or no facts about the topic<br>☐ Is off topic throughout the piece | ☐ Topic is evident but not clearly stated but may be implied<br>☐ Includes minimal or irrelevant facts about topic<br>☐ May be off topic at times | ☐ Topic is stated<br>☐ Includes some facts about the topic<br>☐ Mostly stays on topic | ☐ Topic is clearly stated in an introductory statement<br>☐ Includes many interesting, relevant facts about the topic<br>☐ Is on topic throughout the piece |
| **Organization** | ☐ Opening is not evident<br>☐ Facts are disorganized<br>☐ No sense of closure is evident | ☐ Opening is weak<br>☐ Some facts may be out of order<br>☐ Attempts closure but is poorly developed | ☐ Opening is recognizable<br>☐ Facts are organized<br>☐ Provides some sense of closure | ☐ Opening is clearly stated and interesting<br>☐ Facts are organized in a well thought out way<br>☐ Provides a clear concluding statement or section |
| **Word Choice** | ☐ Includes a limited range of words often used incorrectly<br>☐ Words are not appropriate for and audience and purpose<br>☐ Includes many overused words | ☐ Includes appropriate words to convey meaning<br>☐ Some words may not be appropriate for the audience and purpose<br>☐ Includes some overused words | ☐ Includes carefully chosen words to convey meaning<br>☐ Words are mostly appropriate for audience and purpose<br>☐ Avoids overused words | ☐ Includes carefully chosen, precise words to convey meaning<br>☐ Words are consistently appropriate for audience and purpose<br>☐ Avoids overused words and includes a variety of words to convey meaning |
| **Sentence Fluency** | ☐ Includes many incomplete sentences relative to the length of the piece<br>☐ Includes no variation in sentence length<br>☐ Includes no variation in sentence beginnings | ☐ Includes several incomplete sentences relative to the length of the piece<br>☐ Includes little variation in sentence length<br>☐ Includes little variation in sentence beginnings | ☐ Includes a few incomplete sentences relative to the length of the piece<br>☐ Includes some variation in sentence length<br>☐ Includes some variation in sentence beginnings | ☐ Includes all complete sentences<br>☐ Includes much variation in sentence length<br>☐ Includes much variation in sentence beginnings |
| **Voice** | ☐ No personality evident in piece<br>☐ Reader feels no connection with the writer<br>☐ Voice is not appropriate for the purpose, audience, topic and/or genre. | ☐ Writing begins to have personality<br>☐ Reader begins to feel a connection with the writer<br>☐ Voice is somewhat appropriate for the purpose, audience, topic and/or genre | ☐ Writing has personality<br>☐ Reader feels a connection with the writer<br>☐ Voice is mostly appropriate for the purpose, audience, topic and/or genre. | ☐ Writing has personality and begs to be read aloud<br>☐ Writer thoughtfully creates a personal connection with the reader<br>☐ Voice is consistently appropriate for the purpose, audience, topic and/or genre. |
| **Conventions** | ☐ Has multiple errors in grade level appropriate grammar<br>☐ Has multiple errors in grade level appropriate punctuation and capitalization<br>☐ Has multiple errors in grade level appropriate conventional spelling and spells very few unknown words phonetically | ☐ Has some errors in grade level appropriate grammar<br>☐ Has some errors in grade level appropriate punctuation and capitalization<br>☐ Has some errors in grade level appropriate conventional spelling and spells some unknown words phonetically | ☐ Has few errors in grade level appropriate grammar<br>☐ Has few errors in grade level appropriate punctuation and capitalization<br>☐ Has few errors in grade level appropriate conventional spelling and spells unknown words phonetically | ☐ Has no errors in grade level appropriate grammar<br>☐ Has no errors in grade level appropriate punctuation and capitalization<br>☐ Has no errors in grade level appropriate conventional spelling and spells unknown words phonetically |

| INFORMATIVE PROMPT RUBRIC: GRADE 2 | | | | |
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| **TRAITS** | **BEGINNING (1)** | **DEVELOPING (2)** | **PROFICIENT (3)** | **ACCOMPLISHED (4)** |
| **Ideas** | ☐ Topic is not stated<br>☐ Includes incorrect or no facts about the topic<br>☐ Is off topic throughout the piece | ☐ Topic is evident but not clearly stated but may be implied<br>☐ Includes minimal or irrelevant facts about topic<br>☐ May be off topic at times | ☐ Topic is stated clearly<br>☐ Includes some facts about the topic<br>☐ Mostly stays on topic | ☐ Topic is clearly stated in an introductory statement<br>☐ Includes facts, definitions and details to develop the topic and may include illustrations when useful to aiding comprehension<br>☐ Is on topic throughout the piece |
| **Organization** | ☐ Main idea is not evident<br>☐ Writing is unfocused and off topic<br>☐ Includes no details to describe actions, thoughts and feelings<br>☐ No sense of closure | ☐ Recounts a mostly sequenced event or series of events<br>☐ Uses some temporal words to signal event order<br>☐ Attempts some sense of closure | ☐ Recounts an appropriately sequenced event or series of events<br>☐ Uses temporal words to signal even order<br>☐ Provides sense of closure | ☐ Recounts an appropriately sequenced event or series of events<br>☐ Uses more sophisticated language to signal event order (other than first, then, next, last)<br>☐ Provides an interesting/creative ending that provides closure |
| **Word Choice** | ☐ Includes a limited range of words often used incorrectly<br>☐ Words are not appropriate for and audience and purpose<br>☐ Includes many overused words | ☐ Includes appropriate words to convey meaning<br>☐ Some words may not be appropriate for the audience and purpose<br>☐ Includes some overused words | ☐ Includes carefully chosen words to convey meaning<br>☐ Words are mostly appropriate for audience and purpose<br>☐ Avoids overused words | ☐ Includes carefully chosen, precise words to convey meaning<br>☐ Words are consistently appropriate for audience and purpose<br>☐ Avoids overused words and includes a variety of words to convey meaning |
| **Sentence Fluency** | ☐ Includes many incomplete sentence relative to the length of the piece<br>☐ Includes no variation in sentence length<br>☐ Includes no variation in sentence beginnings | ☐ Includes several incomplete sentence relative to the length of the piece<br>☐ Includes little variation in sentence length<br>☐ Includes little variation in sentence beginnings | ☐ Includes a few incomplete sentence relative to the length of the piece<br>☐ Includes some variation in sentence length<br>☐ Includes some variation in sentence beginnings | ☐ Includes all complete sentences<br>☐ Includes much variation in sentence length<br>☐ Includes much variation in sentence beginnings |
| **Voice** | ☐ No evidence of writer's personality<br>☐ Reader feels no connection with the writer | ☐ Beginning to show evidence of writer's personality<br>☐ Reader begins to feel a connection with the writer | ☐ Includes evidence of writer's personality<br>☐ Reader feels a connection with the writer | ☐ Includes evidence of writer's personality and begs to be read aloud<br>☐ Writer thoughtfully creates a personal connection with the reader |
| **Conventions** | ☐ Has multiple errors in grade level appropriate grammar<br>☐ Has multiple errors in grade level appropriate punctuation and capitalization<br>☐ Has multiple errors in grade level appropriate conventional spelling and learned spelling patterns | ☐ Has some errors in grade level appropriate grammar<br>☐ Has some errors in grade level appropriate punctuation and capitalization<br>☐ Has some errors in grade level appropriate conventional spelling and learned spelling patterns | ☐ Has few errors in grade level appropriate grammar<br>☐ Has few errors in grade level appropriate punctuation and capitalization<br>☐ Has few errors in grade level appropriate conventional spelling and learned spelling patterns | ☐ Has no errors in grade level appropriate grammar<br>☐ Has no errors in grade level appropriate punctuation and capitalization<br>☐ Has no errors in grade level appropriate conventional spelling and learned spelling patterns |

| INFORMATIVE PROMPT RUBRIC: GRADE 3 | | | | |
|---|---|---|---|---|
| **TRAITS** | **BEGINNING (1)** | **DEVELOPING (2)** | **PROFICIENT (3)** | **ACCOMPLISHED (4)** |
| **Ideas** | ☐ Topic is unclear<br>☐ Includes no facts, definitions and details or illustrations to develop the topic<br>☐ Is off topic throughout the piece | ☐ Topic is implied or vague<br>☐ Includes limited facts, definitions and details to develop the topic; may or may not include illustrations when useful to aiding comprehension<br>☐ May be off topic at times | ☐ Topic is introduced<br>☐ Includes facts, definitions and details to develop the topic and may include illustrations when useful to aiding comprehension<br>☐ Mostly stays on topic | ☐ Topic is clearly introduced and well articulated<br>☐ Includes many facts, definitions and relevant details to develop the topic and includes illustrations when useful to aiding comprehension<br>☐ Focused throughout the entire piece |
| **Organization** | ☐ Opening is not evident<br>☐ Related information is not grouped and no use of linking words or phrases<br>☐ Provides no concluding statement or section | ☐ Opening is weak and may not reveal topic<br>☐ Some attempt to group related information; includes few linking words or phrases.<br>☐ Provides a weak concluding statement or section | ☐ Opening is evident and includes the topic<br>☐ Groups related information together and uses linking words and phrases (also, another, and, more, but) to connect facts within categories of information<br>☐ Provides a recognizable concluding statement or section | ☐ Well developed opening that introduces topic clearly<br>☐ Clear demonstration of structure that groups related information together and uses carefully chosen linking words and phrases (also, another, and, more, but) to connect facts within categories of information<br>☐ Provides an interesting/creative concluding statement or section |
| **Word Choice** | ☐ Includes few or no carefully chosen words to convey meaning<br>☐ Many words are not appropriate for audience and purpose<br>☐ Includes many overused words | ☐ Includes some carefully chosen words to convey meaning<br>☐ Some words are appropriate for audience and purpose<br>☐ Includes some overused words | ☐ Includes precise words to convey meaning<br>☐ Words are consistently appropriate for audience and purpose<br>☐ Mostly avoids overused words | ☐ Includes carefully chosen, precise words and phrases to convey meaning<br>☐ Words are engaging and consistently appropriate for audience and purpose<br>☐ Uses no overused words |
| **Sentence Fluency** | ☐ Includes many incomplete sentences relative to the length of the piece<br>☐ Includes a limited variety of sentence types (simple, compound, and complex)<br>☐ Includes few or no varied sentence beginnings and lengths | ☐ Includes some incomplete sentences relative to the length of the piece<br>☐ Includes some variety of sentence types (simple, compound, and complex)<br>☐ Includes some varied sentence beginnings and lengths | ☐ Includes a few incomplete sentences relative to the length of the piece<br>☐ Includes a variety of sentence types (simple, compound, and complex)<br>☐ Includes many varied sentence beginnings and lengths | ☐ Includes all complete sentences<br>☐ Creatively uses a variety of sentence types (simple, compound, and complex)<br>☐ Includes many varied sentence beginnings and lengths purposefully for effect |
| **Voice** | ☐ No evidence of writer's personality<br>☐ Reader feels no connection with the writer<br>☐ Voice is not appropriate for the purpose, audience, topic and/or genre. | ☐ Beginning to show evidence of writer's personality<br>☐ Reader begins to feel a connection with the writer<br>☐ Voice is somewhat appropriate for the purpose, audience, topic and/or genre | ☐ Includes evidence of writer's personality<br>☐ Reader feels a connection with the writer<br>☐ Voice is mostly appropriate for the purpose, audience, topic and/or genre | ☐ Includes evidence of writer's personality and begs to be read aloud<br>☐ Writer thoughtfully creates a personal connection with the reader<br>☐ Voice is consistently appropriate for the purpose, audience, topic and/or genre. |
| **Conventions** | ☐ Has multiple errors in grade level appropriate grammar<br>☐ Has multiple errors in grade level appropriate punctuation and capitalization<br>☐ Has multiple errors in grade level appropriate conventional spelling and spelling patterns and generalizations | ☐ Has some errors in grade level appropriate grammar<br>☐ Has some errors in grade level appropriate punctuation and capitalization<br>☐ Has some errors in grade level appropriate conventional spelling and spelling patterns and generalizations | ☐ Has few errors in grade level appropriate grammar<br>☐ Has few errors in grade level appropriate punctuation and capitalization<br>☐ Has few errors in grade level appropriate conventional spelling and spelling patterns and generalizations | ☐ Has no errors in grade level appropriate grammar<br>☐ Has no errors in grade level appropriate punctuation and capitalization<br>☐ Has no errors in grade level appropriate conventional spelling and spelling patterns and generalizations |

| INFORMATIVE PROMPT RUBRIC: GRADE 4 | | | | |
|---|---|---|---|---|
| **TRAITS** | **BEGINNING (1)** | **DEVELOPING (2)** | **PROFICIENT (3)** | **ACCOMPLISHED (4)** |
| **Ideas** | ☐ Topic is unclear<br>☐ Topic is not developed-little or no facts, definitions, concrete, details, quotations, or other information and examples related to the topic<br>☐ Is off topic throughout the piece | ☐ Topic is vague or inferred<br>☐ Topic is developed with some facts, definitions, concrete details, quotations, or other information and examples related to the topic<br>☐ May be off topic at times | ☐ Topic is clearly introduced<br>☐ Topic is well developed with facts, definitions, concrete details, quotations, or other information and examples related to the topic<br>☐ Mostly stays on topic | ☐ Topic is clearly introduced and well articulated<br>☐ Topic is well developed with many carefully chosen facts, definitions, concrete details, quotations, or other information and examples related to the topic<br>☐ Is focused and on topic throughout the entire piece |
| **Organization** | ☐ Information is not grouped in paragraphs and sections may be illogical or does not use appropriate formatting<br>☐ Does not links ideas within categories of information<br>☐ Provides no concluding statement or section and/or conclusion does not relate to topic | ☐ Grouping of information in paragraphs and sections may be illogical or may not use appropriate formatting<br>☐ Sometimes links ideas within categories of information using carefully chosen words and phrases (e.g., an other, for example, also, because<br>☐ Provides a weak/limited concluding statement or section related to the information or explanation presented | ☐ Related information is grouped in paragraphs and sections with appropriate formatting<br>☐ Usually links ideas within categories of information using carefully chosen words and phrases (e.g., an other, for example, also, because<br>☐ Provides a recognizable concluding statement or section related to the information or explanation presented | ☐ Thoughtfully grouped related information in paragraphs and sections with appropriate formatting<br>☐ Consistently links ideas within categories of information using carefully chosen words and phrases (e.g., an other, for example, also, because<br>☐ Provides a strong, powerful concluding statement or section related to the information or explanation presented |
| **Word Choice** | ☐ Includes a limited range of words often used incorrectly<br>☐ Words are not appropriate for audience and purpose<br>☐ Includes many overused words | ☐ Begins to use some concrete words and phrases and sensory details to convey meaning including similes and metaphors<br>☐ Some words may not be appropriate for audience and purpose<br>☐ Includes some overused words | ☐ Uses some concrete words and phrases and sensory details to convey meaning including similes and metaphors<br>☐ Words are mostly appropriate for audience and purpose<br>☐ Mostly avoids overused words | ☐ •Consistently includes carefully chosen precise words and phrases and sensory details to convey meaning precisely including similes and/or metaphors<br>☐ Words are consistent with audience and purpose<br>☐ Writer avoids overused words and includes a variety of words to convey meaning |
| **Sentence Fluency** | ☐ Includes limited use of simple, compound, & complex sentences<br>☐ Includes limited use of sentence types (exclamatory, interrogative, imperative, declarative)<br>☐ Includes many incomplete sentences relative to the length of the piece<br>☐ Includes few or no varied sentence beginnings | ☐ Includes some variety of simple, compound, & complex sentences<br>☐ Includes some variety of sentence types (exclamatory, interrogative, imperative, declarative)<br>☐ Includes some incomplete sentences relative to the length of the piece<br>☐ Includes some varied sentence beginnings | ☐ Includes a variety of simple, compound, & complex sentences<br>☐ Includes a variety of sentence types (exclamatory, interrogative, imperative, declarative)<br>☐ Includes a few incomplete sentences relative to the length of the piece<br>☐ Includes many varied sentence beginnings | ☐ Creatively uses variety of simple, compound, & complex sentences<br>☐ Creatively uses a variety of sentence types (exclamatory, interrogative, imperative, declarative)<br>☐ Includes all complete sentences relative to the length of the piece<br>☐ Includes many varied sentence beginnings purposefully for effect |
| **Voice** | ☐ No evidence of writer's personality<br>☐ Reader feels no connection with the writer<br>☐ Voice is not appropriate for the purpose and audience | ☐ Begins to show evidence of writer's personality and style<br>☐ Reader occasionally feels a connection with the writer<br>☐ Voice is somewhat appropriate for the purpose, audience, topic, and/or genre | ☐ Includes evidence of writer's personality and style<br>☐ Reader feels a personal connection with the writer<br>☐ Voice is mostly appropriate for the purpose, audience, topic, and/or genre | ☐ Includes evidence of writer's personality and style and begs to be read aloud<br>☐ Writer thoughtfully creates a personal connection with the reader<br>☐ Voice is consistently appropriate for the purpose, audience, topic, and/or genre |
| **Conventions** | ☐ Has multiple errors in grade level appropriate grammar<br>☐ Has multiple errors in grade level appropriate punctuation and capitalization<br>☐ Has multiple errors in grade level conventional spelling | ☐ Has some errors in grade level appropriate grammar<br>☐ Has some errors in grade level appropriate punctuation and capitalization<br>☐ Has some errors in grade level conventional spelling | ☐ Has few errors in grade level appropriate grammar<br>☐ Has few errors in grade level appropriate punctuation and capitalization<br>☐ Has few errors in grade level conventional spelling | ☐ Has no errors in grade level appropriate grammar<br>☐ Has no errors in grade level appropriate punctuation and capitalization<br>☐ Has no errors in grade level conventional spelling |