Informational/Expository Text-Based Rubric, Grade 1 /Grade Level Standards Refer to End of Year Performance

	Above Grade Level	Achieving Standards (At Grade Level)	Approaching Standards	Developing Standards (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)