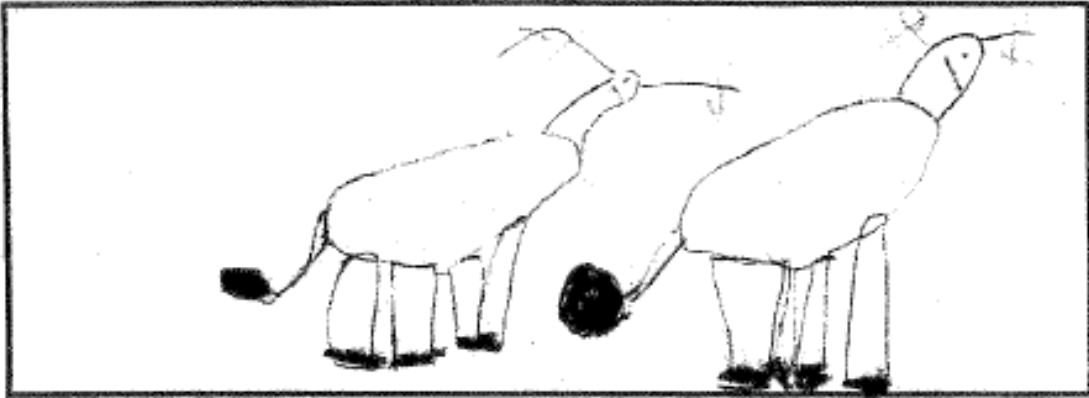


<b>1<sup>st</sup> Grade</b> (Information)	Structure: 19.0 Development: 13.0 Language Conventions: 6.0 Total: 38.0	<b>3</b>
See Writing Rubric for scoring information.		



All about elk

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

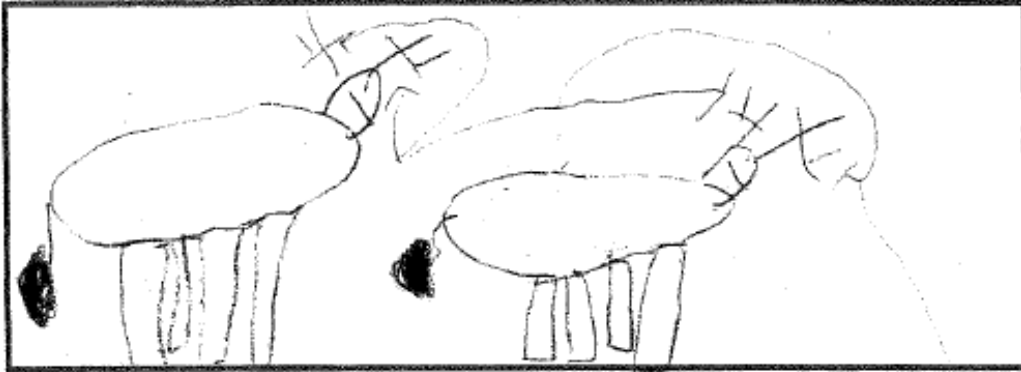
**Text:** All about elk.

**1<sup>st</sup> Grade**  
(Information)

Structure: 19.0  
Development: 13.0  
Language Conventions: 6.0  
Total: 38.0

**3**

See Writing Rubric for scoring information.



I will teach you  
all about elk. <sup>elk horns</sup> did you  
know these ELKS horns are all the  
same? because elk are mammals  
and the female elk makes  
the horns the same as  
the dads.

**Text:** I will teach you all about elk. Elk horns. Did you know these elk horns are all the same? Because elk are mammals and the female elk makes the horns the same as the dads.

**1<sup>st</sup> Grade**  
(Information)

Structure: 19.0  
Development: 13.0  
Language Conventions: 6.0  
Total: 38.0

**3**

See Writing Rubric for scoring information.



What they eat

Elk eat plants and

grass and some times

leaves off of trees. <sup>where they live</sup>

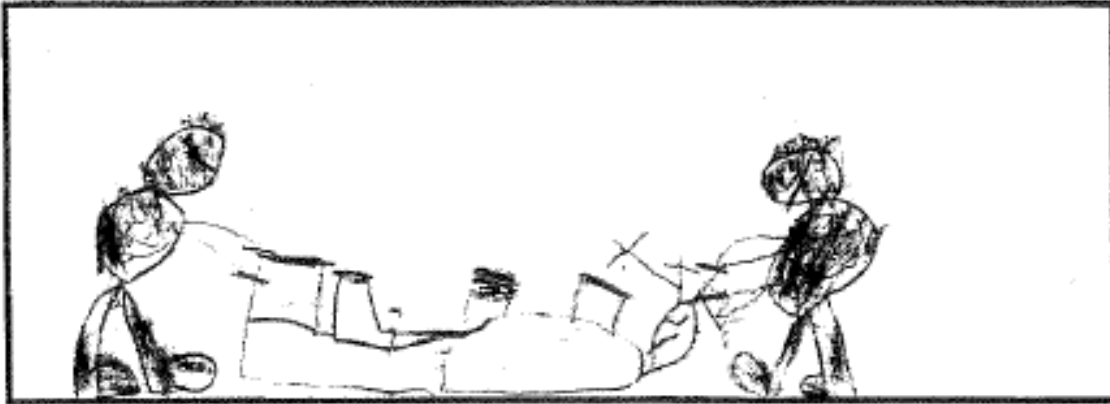
Elk live in grasslands <sup>how heavy</sup>

Elk can be up to 15000 <sup>here</sup>

pounds or less.

**Text:** What they eat. Elk eat plants and grass and sometimes leaves off of trees. Where they live. Elk live in grasslands. How heavy. Elk can be up to 15,000 pounds or less.

<b>1<sup>st</sup> Grade</b> (Information)	Structure: 19.0	<b>3</b>
	Development: 13.0	
	Language Conventions: 6.0	
	Total: 38.0	
See Writing Rubric for scoring information.		



Elk in danger  
 Most elk are killed  
 because people like  
 their horns. So please let  
 us to not kill elk. <sup>What</sup><sub>family</sub>  
 Elk are in the deer  
 family.

**Text:** Elk in danger. Most elk are killed because people like their horns. So please let us to not kill elk. What family. Elk are in the deer family.

# Rubric for Information Writing – First Grade

Adapted from Lucy Calkins September 2014

Name: \_\_\_\_\_

Date: \_\_\_\_\_

	Pre-Kindergarten (1 Point)	1.5 Pts	Kindergarten (2 Points)	2.5 Pts	Grade 1 (3 Points)	3.5 Pts	Grade 2 (4 Points)	Score
<b>Structure</b>								
<b>Overall</b>	The writer told and drew pictures about a topic she knew.	Mid-level	The writer told, drew, and wrote about a topic.	Mid-level	The writer taught her readers about a topic.	Mid-level	The writer taught readers some important points about a subject.	
<b>Lead</b>	The writer started by drawing or saying something.	Mid-level	The writer told what her topic was.	Mid-level	The writer named his topic in the beginning and got the readers' attention.	Mid-level	The writer wrote a beginning in which he named a subject and tried to interest readers.	
<b>Transitions</b>	The writer kept on working.	Mid-level	The writer put different things he knew about the topic on his pages.	Mid-level	The writer told different parts about her topic on different pages.	Mid-level	The writer used words such as <i>and</i> and <i>also</i> to show he had more to say.	
<b>Ending</b>	After the writer said, drew, and "wrote" all he could about his topic, he ended it.	Mid-level	The writer had a last part or page.	Mid-level	The writer wrote an ending.	Mid-level	The writer wrote some sentences or a section at the end to wrap up her piece.	
<b>Organization</b>	On the writer's paper, there was a place for the drawing and a place where she tried to write words.	Mid-level	The writer told, drew, and wrote information across pages.	Mid-level	The writer told about her topic part by part.	Mid-level	The writer's writing had different parts. Each part told different information about the topic.	
								TOTAL
<b>Development</b>								
<b>Elaboration*</b>	The writer put more and then more on the page.	Mid-level	The writer drew and wrote some important things about the topic.	Mid-level	The writer put facts in his writing to teach about his topic	Mid-level	The writer used different kinds of information in her writing such as facts, definitions, details, steps, and tips.	(X 2)
<b>Craft*</b>	The writer said, drew, and "wrote" things she knew about the topic.	Mid-level	The writer told, drew, and wrote some details about the topic.	Mid-level	The writer used labels and words to give facts.	Mid-level	The writer tried to include the words that showed he was an expert on the subject.	(X 2)
								TOTAL

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For examples, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	Pre-Kindergarten (1 Point)	1.5 Pts	Kindergarten (2 Points)	2.5 Pts	Grade 1 (3 Points)	3.5 Pts	Grade 2 (4 Points)	Score
<b>Language Conventions</b>								
<b>Spelling</b>	The writer could read his pictures and some of his words.  The writer tried to make words	Mid-level	The writer could read her writing.  The writer wrote a letter for the sounds she heard.  The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks ( <i>at, op, it, etc.</i> ) to help him spell.  The writer spelled the word wall words right and used the word wall to help him spell other words.	Mid-level	The writer used what she knew about spelling patterns ( <i>tion, er, ly, etc.</i> ) to spell a word.  The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.	
<b>Punctuation</b>	The writer could label pictures.  The writer could write her name.	Mid-level	The writer wrote spaces between words.  The writer used lowercase letters unless capitals were needed.  The writer wrote capital letters to start some sentences.  The writer ended some sentences with punctuation.	Mid-level	The writer used a capital letter for names.  The writer wrote capital letters to start sentences most of the time.  The writer ended sentences with correct punctuation most of the time.  The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said.  When the writer used words such as <i>can't</i> and <i>don't</i> , he put in the apostrophe.  The writer wrote capital letter to start sentences nearly all of the time.  Consistently the writer used ending punctuation correctly.	
								TOTAL

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

**Scoring Guide**

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total Score: \_\_\_\_\_

<b>Cumulative Scoring Benchmarks</b>									
November		March		June		November		March & June	
						Structure & Development	Language Conventions	Structure & Development	Language Conventions
4	33 – 44	4	39 – 44	4	39 – 44	4	27+	4	36
3	22 – 32.5	3	28 – 38.5	3	28 – 38.5	3	19 – 26.5	3	24 – 35.5
2	15 – 21.5	2	17 – 27.5	2	17 – 27.5	2	14 – 18.5	2	18 – 23.5
1	0 – 14.5	1	0 – 16.5	1	0 – 16.5	1	0 – 13.5	1	0 – 17.5

Parents can print this document to have their child perform the same activity and use the writing rubric to help determine how they compare to a 6.6 1<sup>st</sup>-grade student.

**Parent Direction: Have your child write an “all about” story of their choice.**

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