3.25/4

1. Structure

Scoring Instructions:				
Grade 1: Informative/Explanatory Writing				
	4 (Exceeds Expectations)	3 (Meets Expectations)	2 (partially meets expectations)	1 (Does Not Yet meet Expectations)
Structure	▪ Responds thoroughly to all elements of prompt. ▪ Names topic with further introductory or contextual information. ▪ Provides three or more additional pieces of information about the topic in middle. ▪ Provides a strong sense of closure.	▪ Responds to all elements of prompt. ▪ Names topic. ▪ Provides two additional pieces of information about the topic in middle. ▪ Provides some sense of closure.	▪ Responds to some elements of prompt. ▪ Refers to topic indirectly without clearly naming or identifying it. ▪ Provides one piece of information about the topic in middle. ▪ Attempts to provide closure but does so unclearly.	▪ Does not respond to prompt; off-topic. ▪ Does not name or refer to topic. ▪ Does not provide additional information. ▪ Does not provide closure.

2. Development

Scoring Instructions:				
Grade 1: Informative/Explanatory Writing				
	4 (Exceeds Expectations)	3 (Meets Expectations)	2 (partially meets expectations)	1 (Does Not Yet meet Expectations)
Development	▪ With guidance and support such as collaborative planning: ▪ Supplies a variety of evidence from text(s), including facts when appropriate. ▪ Evidence provided develops topic.	▪ With guidance and support such as collaborative planning: ▪ Supplies evidence from text(s), including facts when appropriate. ▪ Evidence provided relates to topic.	▪ With guidance and support such as collaborative planning: ▪ Supplies general evidence that may not come from text or may not be factually accurate. ▪ Evidence may not consistently relate to topic.	▪ With guidance and support such as collaborative planning: ▪ Does not supply evidence.

3. Style

Scoring Instructions:				
Grade 1: Informative/Explanatory Writing				
	4 (Exceeds Expectations)	3 (Meets Expectations)	2 (partially meets expectations)	1 (Does Not Yet meet Expectations)
Style	▪ Uses conjunctions to signal simple relationships and create compound sentences. ▪ Uses several words and phrases specific to the text and topic.	▪ Uses conjunctions to signal simple relationships. ▪ Uses several words and phrases relevant to the text and topic.	▪ Attempts to use conjunctions but does so incorrectly or with inappropriate words. ▪ Uses 1–2 words and phrases related to the topic.	▪ Does not use conjunctions ▪ Uses limited vocabulary inappropriate to the content.

4. Conventions

Scoring Instructions:				
Grade 1: Informative/Explanatory Writing				
	4 (Exceeds Expectations)	3 (Meets Expectations)	2 (partially meets expectations)	1 (Does Not Yet meet Expectations)
Conventions	▪ Shows consistent command of end-of- grade-level language standards for conventional written English, including mechanics, usage, and spelling; occasional errors may interfere with meaning, but main points are intelligible to reader.	▪ Shows general command of end- of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; some errors interfere with meaning.	▪ Shows partial command of end- of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors interfere with meaning, and some main points are not intelligible to reader.	▪ Does not show command of end- of-grade-level language standards for conventional written English, including mechanics, usage, and spelling; errors significantly interfere with overall meaning, and writing is difficult to follow.