LDC Literacy Design Collaborative

Student Work Rubric: Informational/Explanatory Task, Kindergarten

SCORING ELEMENTS	EMERGING		APPROACHES EXPECTATIONS		MEETS EXPECTATIONS		ADVANCED
	1	1.5	2	2.5	3	3.5	4
TOPIC/MAIN IDEA	Topic is not named; response (drawing, dictating, and/or writing) is unrelated to the prompt.		Names a topic; response (drawing, dictating, and/or writing) is **loosely related** to named topic and/or prompt.		Names a topic; response (drawing, dictating, and/or writing) is **generally related** to named topic and/or prompt.		Names a topic; response (drawing, dictating, and/or writing) **clearly addresses** the named topic and the prompt.
USE OF SOURCES	Even with prompting and guidance, does not recall information from sources.		With prompting and guidance, **recalls loosely related information** from sources.		With prompting and guidance, recalls **relevant** information from sources.		**With minimal guidance**, recalls relevant information from sources.
DEVELOPMENT	Response (drawing, dictating, and/or writing) includes no details related to the topic.		Response (drawing, dictating, and/or writing) includes details **loosely related** to the topic.		Response (drawing, dictating, and/or writing) includes details **generally related** to the topic.		Response (drawing, dictating, and/or writing) includes **relevant** details.
ORGANIZATION	Parts of the response (drawing, dictating, and/or writing) are unconnected.		Parts of the response (drawing, dictating, and/or writing) are **loosely connected**.		Parts of the response (drawing, dictating, and/or writing) are **generally** connected.		**All** parts of the response (drawing, dictating, and/or writing) are **clearly** connected.
CONVENTIONS (GENERAL)	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.		Errors in standard English conventions appropriate to the grade level **sometimes** interfere with the clarity of the writing.		**Consistently applies** standard English conventions appropriate to the grade level. **Minor** errors, while noticeable, **do not interfere** with the clarity of the writing.		Consistently applies standard English conventions appropriate to the grade level, **with few errors. Attempts to use untaught conventions, appropriate to grade level.**
CONVENTIONS (KINDERGARTEN EXAMPLES)	Many unrecognizable letters and words Little to no spacing between words Little to no use of capital letters Response shows little to no progression (top/bottom, left/right).		Most words spelled phonetically Inconsistent use of capital letters Appropriate spacing between words Little to no use of punctuation		Most frequent-use words spelled correctly Some words spelled phonetically Inconsistent use of end punctuation First word in each sentence capitalized Pronoun "I" capitalized		Conventional spelling of frequent-use words Phonetic spelling of new words Consistent use of end punctuation Consistent spacing of words and sentences

		Response shows a general progression (top/bottom, left/right).		Response shows a progression (top/bottom, left/right).		Attempts to use commas and pronouns Response shows a clear progression (top/bottom, left/right)
DISCIPLINARY CONTENT UNDERSTANDING	*Add criteria here*	*Add criteria here*		*Add criteria here*		*Add criteria here*

Literacy Design Collaborative

Student Work Rubric: Informational/Explanatory Task, Grade 1

SCORING ELEMENTS	EMERGING		APPROACHES EXPECTATIONS		MEETS EXPECTATIONS		ADVANCED
	1	1.5	2	2.5	3	3.5	4
TOPIC/MAIN IDEA	Response does not address the prompt, does not name a topic, or is mostly off-topic.		Names a topic; response is **loosely related** to the prompt and the topic, or is **partially off-topic**.		Names a topic; response **addresses** the prompt and is **related to** the topic**.**		Names a clear topic; response addresses the prompt and **stays focused on the topic**.
USE OF SOURCES	Includes no information from sources.		Includes information from sources **loosely related** to topic.		Includes information from sources **related** to the topic.		Includes **detailed** information from sources related to the topic.
DEVELOPMENT	Lists no facts or facts unrelated to the topic.		Lists facts **loosely related** to the topic.		Lists facts **related** to the topic.		Lists and **elaborates on some** facts related to the topic.
ORGANIZATION	Sentences have no evident relationship with each other.		Sentences **are related** to each other.		Sentences are related to each other; **provides a sense of closure**.		**Sequences** sentences with a **beginning, middle, and end;** provides a sense of closure.
CONVENTIONS (GENERAL)	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.		Errors in standard English conventions appropriate to the grade level **sometimes** interfere with the clarity of the writing.		**Consistently applies** standard English conventions appropriate to the grade level. **Minor** errors, while noticeable, **do not interfere** with the clarity of the writing.		Consistently applies standard English conventions appropriate to the grade level, **with few errors. Attempts to use untaught conventions, appropriate to grade level.**
CONVENTIONS (GRADE 1 EXAMPLES)	Most words spelled phonetically Use of capital letters inconsistent Appropriate spacing between words Little to no use of punctuation		Most frequent-use words spelled correctly Some words spelled phonetically End punctuation used inconsistently First word in each sentence capitalized Pronoun "I" capitalized		Conventional spelling of frequent-use words Phonetic spelling of new words Consistent use of end punctuation Consistent spacing of words and sentences Dates and names capitalized Use of commas in dates and series of words		Holidays, product names, and geographic names capitalized Use of apostrophe to form contractions Conventional spelling of new words

DISCIPLINARY CONTENT UNDERSTANDING	Add criteria here		Add criteria here		Add criteria here		Add criteria here

Literacy Design Collaborative

Student Work Rubric: Informational/Explanatory Task, Grade 2

SCORING ELEMENTS	EMERGING		APPROACHES EXPECTATIONS		MEETS EXPECTATIONS		ADVANCED
	1	**1.5**	**2**	**2.5**	**3**	**3.5**	**4**
TOPIC/MAIN IDEA	Response is off-topic or topic/main idea is unclear.		Introduces the topic and a **general** main idea, with an **inconsistent focus** on the main idea.		Introduces the topic and a clear main idea, **maintaining a focus** on the main idea.		Introduces the topic and a **specific** main idea, maintaining a **consistent** focus on the main idea.
USE OF SOURCES	Includes no details from sources related to the topic or prompt.		Includes **few** details from sources related to the topic or prompt.		Includes details from sources related to the topic **and** prompt.		Includes **well-chosen** details from sources related to the topic and prompt.
DEVELOPMENT	Includes facts, definitions and/or details loosely related to the topic.		Includes facts, definitions, and/or details (as well as illustrations, if appropriate) related to the topic with **minor inaccurate or incomplete elements.**		Includes relevant facts, definitions, and/or details (as well as illustrations, if appropriate) **that help develop the topic**.		**Explains** relevant facts, definitions, quotations, and/or details (as well as illustrations, if appropriate) that develop the **main idea.**
ORGANIZATION	Sentences are out of logical order or lack an evident structure.		Sequences sentences to introduce the topic, develop points, and provide a concluding statement or section.		Sequences sentences **and groups related information** to introduce the topic, develop points, and provide a concluding statement or section. Uses linking words phrases (e.g. also, another, and, more, but) to connect ideas.		Sequences sentences and groups related information in **paragraphs or sections** that introduce the topic, develop points, and provide a concluding statement or section. **Consistently** uses linking words/phrases (e.g. also, another, and, more, but) to connect ideas.
CONVENTIONS (GENERAL)	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.		Errors in standard English conventions appropriate to the grade level **sometimes** interfere with the clarity of the writing.		**Consistently applies** standard English conventions appropriate to the grade level. **Minor** errors, while noticeable, **do not interfere** with the clarity of the writing.		Consistently applies standard English conventions appropriate to the grade level, **with few errors**. **Attempts to use untaught conventions, appropriate to grade level.**
CONVENTIONS (GRADE 2 EXAMPLES)	Spells many words incorrectly and phonetically Uses capital letters inconsistently		Spells some frequent-use words (e.g. plural nouns) incorrectly and phonetically Capitalizes first word in a sentence, "I," proper nouns inconsistently		Spells most regular frequent-use words correctly (e.g. plural nouns) Capitalizes first word in a sentence, "I," and some proper nouns consistently		Spells most regular frequent-use words correctly and spells irregular frequent-use words conventionally Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns

	Uses commas, apostrophes, and end punctuation rarely		Uses commas, apostrophes, and end punctuation inconsistently		Uses commas, apostrophes, and end punctuation consistently		Uses commas, apostrophes, and end punctuation consistently
DISCIPLINARY CONTENT UNDERSTANDING	*Add criteria here*		*Add criteria here*		*Add criteria here*		*Add criteria here*

Literacy Design Collaborative

Student Work Rubric: Informational/Explanatory Task, Grade 3

SCORING ELEMENTS	EMERGING		APPROACHES EXPECTATIONS		MEETS EXPECTATIONS		ADVANCED
	1	**1.5**	**2**	**2.5**	**3**	**3.5**	**4**
TOPIC/MAIN IDEA	Response is off-topic or topic/main idea is unclear.		Introduces the topic and a **general** main idea, with an **inconsistent focus** on the main idea.		Introduces the topic and a clear main idea, **maintaining a focus** on the main idea.		Introduces the topic and a **specific** main idea, maintaining a **consistent** focus on the main idea.
USE OF SOURCES	Includes no details from sources related to the topic or prompt.		Includes **few** details from sources related to the topic or prompt.		Includes details from sources related to the topic **and** prompt.		Includes **well-chosen** details from sources related to the topic and prompt.
DEVELOPMENT	Includes facts, definitions and/or details loosely related to the topic.		Includes facts, definitions, and/or details (as well as illustrations, if appropriate) related to the topic with **minor inaccurate or incomplete elements.**		Includes relevant facts, definitions, and/or details (as well as illustrations, if appropriate) **that help develop the topic**.		**Explains** relevant facts, definitions, quotations, and/or details (as well as illustrations, if appropriate) that develop the **main idea.**
ORGANIZATION	Sentences are out of logical order or lack an evident structure.		Sequences sentences to introduce the topic, develop points, and provide a concluding statement or section.		Sequences sentences **and groups related information** to introduce the topic, develop points, and provide a concluding statement or section. Uses linking words/phrases (e.g. also, another, and, more, but) to connect ideas.		Sequences sentences and groups related information in **paragraphs or sections** that introduce the topic, develop points, and provide a concluding statement or section. **Consistently** uses linking words/phrases (e.g. also, another, and, more, but) to connect ideas.
CONVENTIONS (GENERAL)	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.		Errors in standard English conventions appropriate to the grade level **sometimes** interfere with the clarity of the writing.		**Consistently applies** standard English conventions appropriate to the grade level. **Minor** errors, while noticeable, **do not interfere** with the clarity of the writing.		Consistently applies standard English conventions appropriate to the grade level, **with few errors. Attempts to use untaught conventions, appropriate to grade level.**
CONVENTIONS (GRADE 3 EXAMPLES)	Uses simplistic word choice (e.g. plural and grade-level words) with some errors		Uses simple sentences and simple word choice (e.g. plural and grade-level words)		Uses simple and compound sentences with some errors Uses grade-level appropriate vocabulary words		Uses simple and compound sentences

	Uses capital letters inconsistently Uses commas and apostrophes rarely		Capitalizes first word in a sentence, "I," and some proper nouns consistently Uses commas, apostrophes, possessive nouns, and contractions inconsistently		Capitalizes proper nouns, titles, and sentences appropriately Uses commas, apostrophes, possessive nouns, and contractions		Uses grade-level and above-grade-level vocabulary words to enhance writing Uses capital letters and apostrophes, possessive nouns, contractions consistently Attempts to use quotations or plural possessive.
DISCIPLINARY CONTENT UNDERSTANDING	*Add criteria here*		*Add criteria here*		*Add criteria here*		*Add criteria here*

Student Work Rubric: Informational/Explanatory Task, Grades 4–5

SCORING ELEMENTS	EMERGING		APPROACHES EXPECTATIONS		MEETS EXPECTATIONS		ADVANCED
	1	**1.5**	**2**	**2.5**	**3**	**3.5**	**4**
TOPIC/MAIN IDEA	Introduces the topic and an unclear main idea.		Introduces the topic and a **clear** main idea with an **inconsistent focus** on the main idea.		Introduces the topic and a clear main idea with a **consistent focus** on the main idea.		Introduces the topic and a clear and **specific** main idea with a consistent focus on the main idea.
USE OF SOURCES	Includes **few** relevant details from sources.		Summarizes, paraphrases, or quotes relevant details from sources with **minor inaccurate or incomplete elements.** Includes a list of sources.		Summarizes, paraphrases, or quotes relevant details from sources. Includes a list of sources.		Summarizes, paraphrases, or quotes **well-chosen** details from sources. Includes a complete list of sources.
DEVELOPMENT	Includes **minimal** facts, definitions, details, and/or quotations related to the main idea, or that are loosely related to the main idea.		Includes **relevant** facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate).		Includes relevant facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) **that help develop the main idea.**		**Explains** facts, definitions, concrete details, and/or quotations (as well as illustrations or multimedia when appropriate) that develop the main idea.
ORGANIZATION	Sequence of sentences or sections lacks a logical order or an evident beginning, middle, and end.		Sequences sentences and groups related information in paragraphs or sections, **with a clear beginning, middle and end.** Uses transitions (e.g. another, for example, also, because) to connect information.		Sequences sentences and groups related information l**ogically** in paragraphs or sections that introduce and develop the main idea, and provide a conclusion. Uses transitions (e.g. another, for example, also, because, in contrast, especially) to connect **or compare** information.		Sequences sentences and groups related information logically in paragraphs or sections that introduce and develop the main idea, and provide a **unifying** conclusion. **Consistently and precisely** uses transitions (e.g. another, for example, also, because, in contrast, especially) to connect or compare information
CONVENTIONS	Major errors in standard English conventions appropriate to the grade level interfere with the clarity of the writing.		Errors in standard English conventions appropriate to the grade level **sometimes** interfere with the clarity of the writing.		**Consistently applies** standard English conventions appropriate to the grade level. **Minor errors**, while noticeable, **do not interfere** with the clarity of the writing.		Consistently applies standard English conventions appropriate to the grade level, **with few errors. Attempts to use untaught conventions, appropriate to grade level.**

	Language use is inappropriate		Uses language and domain-specific vocabulary **with minor errors.**				
DISCIPLINARY CONTENT UNDERSTANDING	*Add criteria here*		*Add criteria here*		*Add criteria here*		*Add criteria here*