**Teacher Rubric: Informational Writing (Grades 2-3)**

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|  | **3** | **2** | **1** |
| **Introduction** | Begins with a lead that engages reader; effectively introduces topic.  | Lead is confusing; topic is unclear.  | No lead; topic not introduced. |
| **Content***Requirements**Vocabulary* | Writing demonstrates thorough understanding of content.Content requirements exceeded. Precise language and subject-specific vocabulary is used accurately & effectively. | Writing demonstrates minimal understanding of the content.Content requirements met.Subject-specific vocabulary is sometimes used accurately. | Writing demonstrates misunderstandings about the content.Content requirements were not met.Subject-specific vocabulary is misused or not present. |
| **Development of Ideas***Organization**Transitions* | Logical organization of information; sufficient and relevant detail.Appropriate and varied transitions are used throughout to clarify relationships among ideas. | Some organization of information; some relevant detail. Inconsistent use of transitions. | Disorganized; details irrelevant or missing.Minimal or no transitions used. |
| **Conclusion** | Conclusion effectively creates closure to the piece.  | Conclusion is present, but lacks clear connection to information presented. | Conclusion is missing.  |
| **Conventions***Capitalization**Punctuation**Spelling* | All grade-appropriate expectations are met. Appropriate capitalization is used all of the time. Appropriate punctuation is used all of the time. Appropriate spelling is used all of the time.  | Some grade-appropriate expectations are met. Appropriate capitalization is used some of the time.Appropriate punctuation is used some of the time. Appropriate spelling is used all of the time.  | Minimal grade-appropriate expectations are met. Appropriate capitalization is rarely used. Appropriate punctuation is rarely used. Many words are spelled incorrectly.  |
| **Other** |  |  |  |

Keys to Writing (www.keystoliteracy.com)