**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)