**Teacher Checklist: Information Writing (Grades 2-3)**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Introduction*** | Excellent | Getting There | Not Yet |
| Is there a lead that engages the reader? |  |  |  |
| Does the introduction identify the topic clearly?  |  |  |  |
| ***Development of Ideas*** |  |  |  |
| Is the information presented in an organized way?  |  |  |  |
| Is there sufficient detail and elaboration? |  |  |  |
| Are transitions used to create cohesion? |  |  |  |
| Is the style, tone, and language appropriate to the audience, task, and purpose? |  |  |  |
| ***Content*** |  |  |  |
| Are the content requirements met?  |  |  |  |
| Does the writing demonstrate understanding of content? |  |  |  |
| Is the information accurate and relevant? |  |  |  |
| Does the piece include subject-specific vocabulary?  |  |  |  |
| ***Conclusion*** |  |  |  |
| Does the conclusion create closure to the piece? |  |  |  |

|  |  |  |
| --- | --- | --- |
| ***Conventions*** | Yes | No |
| Are there any capitalization or punctuation mistakes? |  |  |
| Are there any spelling mistakes? |  |  |
| Are the sentences grammatically correct? |  |  |

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Teacher Checklist: Opinion Writing (Grades 2-3)**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Introduction*** | Excellent | Getting There | Not Yet |
| Does the introduction identify the topic clearly?  |  |  |  |
| Is the opinion clearly stated? |  |  |  |
| ***Development of Ideas*** |  |  |  |
| Are reasons provided that support the opinion?  |  |  |  |
| Is sufficient detail included for each reason? |  |  |  |
| Are transitions used to create cohesion? |  |  |  |
| Is the style, tone, and language appropriate to the audience, task, and purpose? |  |  |  |
| ***Content*** |  |  |  |
| Are the content requirements met?  |  |  |  |
| Does the writing demonstrate understanding of content? |  |  |  |
| Is the information accurate and relevant? |  |  |  |
| Does the piece include subject-specific vocabulary?  |  |  |  |
| ***Conclusion*** |  |  |  |
| Does the conclusion create closure to the piece? |  |  |  |
| Does the conclusion restate the opinion? |  |  |  |

|  |  |  |
| --- | --- | --- |
| ***Conventions*** | Yes | No |
| Are there any capitalization or punctuation mistakes? |  |  |
| Are there any spelling mistakes? |  |  |
| Are the sentences grammatically correct? |  |  |

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Teacher Checklist: Narrative Writing (Grades 2-3)**

|  |  |  |  |
| --- | --- | --- | --- |
| ***Introduction*** | Excellent | Getting There | Not Yet |
| Does the writer establish a situation?  |  |  |  |
| Does the writer introduce a narrator and/or characters? |  |  |  |
| ***Development of Ideas*** |  |  |  |
| Are the events presented in a clear sequence?  |  |  |  |
| Does the writer appropriately include dialogue? |  |  |  |
| Does the writer appropriately include descriptions of actions, thoughts, and feelings?  |  |  |  |
| Are temporal words and phrases used to signal event order?  |  |  |  |
| ***Content*** |  |  |  |
| Are the content requirements met?  |  |  |  |
| Does the piece include interesting vocabulary?  |  |  |  |
| ***Conclusion*** |  |  |  |
| Does the piece provide a sense of closure? |  |  |  |

|  |  |  |
| --- | --- | --- |
| ***Conventions*** | Yes | No |
| Are there any capitalization or punctuation mistakes? |  |  |
| Are there any spelling mistakes? |  |  |
| Are the sentences grammatically correct? |  |  |

Comments:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Basic Teacher Rubric: Information Writing (Grades 1-2)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| **Introduces Topic** | Clearly introduces topic. | Mentions topic. | Does not introduce topic. |
| **Organization** | Presents significant, relevant information in a logical organization. | Presents some information in an organized way. | Presents minimal information in a disorganized way. |
| **Uses Linking Words** | Uses several linking words correctly. | Uses linking words incorrectly. | Does not use linking words. |
| **Conclusion** | Includes a conclusion that provides a sense of closure. | Includes a conclusion that does not adequately provide a sense of closure. | Does not include a conclusion. |
| **Conventions** | Capital letters and punctuation are used correctly. | Some capital letters and punctuation are used correctly. | Does not use capitalization or punctuation correctly. |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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** |  |  |  |

**Basic Teacher Rubric: Opinion Writing (Grades 1-2)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| **Introduces Topic** | Clearly introduces topic. | Mentions topic. | Does not introduce topic. |
| **States Opinion** | Clearly states opinion. | Presents an unclear opinion. | Does not present an opinion. |
| **Gives Reasons** | Gives more than one reason that supports the opinion. | Gives one reason that supports the opinion. | Does not give a reason. |
| **Uses Linking Words** | Uses several linking words correctly. | Uses linking words incorrectly. | Does not use linking words. |
| **Conclusion** | Includes a conclusion that provides a sense of closure. | Includes a conclusion that does not provide a sense of closure. | Does not include a conclusion. |
| **Conventions** | Capital letters and punctuation are used correctly. | Some capital letters and punctuation are used correctly. | Does not use capitalization or punctuation correctly. |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| **Introduction** | Effectively introduces topic; effectively states opinion.  | Introduction of topic is present but unclear; opinion is stated but unclear.  | Topic is not introduced; opinion is not stated. |
| **Content***Requirements**Vocabulary* | Writing demonstrates thorough understanding of the content.Content requirements exceeded. Precise language and subject-specific vocabulary is used accurately & effectively. | Writing demonstrates minimal understanding of the content.Some 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* | Opinion is supported with relevant reasons; connection of reason to opinion is clearly stated. Appropriate and varied transitions are used throughout.  | Reasons are provided, but relevance to opinion is not clear; connection of reasons to opinion is not provided. Inconsistent use of transitions. | Reasons are not provided. Minimal or no transitions used. |
| **Conclusion** | Conclusion effectively creates closure to the piece; restates opinion.  | Conclusion is present, but lacks clear connection to opinion.  | 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** |  |  |  |

**Basic Teacher Rubric: Narrative Writing (Grades 1-2)**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| **Beginning** | Establishes a situation and/or characters | Attempts to establish a situation. | Does not establish a situation. |
| **Middle**  | Presents multiple events in logical sequence. | Presents at least two events. | Presents one or no events. |
| **End**  | Provides a conclusion that gives a sense of closure.  | Provides a conclusion that does not provide a sense of closure.  | Does not provide a conclusion.  |
| **Uses Linking Words** | Uses several transition words to signal event order.  | Uses some transition words.  | Does not use transition words. |
| **Conventions** | Capital letters and punctuation are used correctly. | Some capital letters and punctuation are used correctly. | Does not use capitalization or punctuation correctly. |

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

|  |  |  |  |
| --- | --- | --- | --- |
|  | **3** | **2** | **1** |
| **Introduction** | Establishes a situation; introduces a narrator and/or characters.  | Attempts to establish a situation.  | Does not establish a situation.  |
| **Development of Ideas***Organization**Detail**Transitions* | Presents multiple events in a logical event sequence. Uses dialogue and descriptions throughout of actions, thoughts, and feelings to develop experiences and show the response of characters to situations. Uses appropriate temporal words and phrases throughout to signal event order.  | Presents at least two events. Uses some dialogue and descriptions of actions, thoughts, and feelings. Uses some temporal words and phrases.  | Presents one or no events. Minimal or no dialogue or descriptions of actions, thoughts, and feelings. Does not use temporal words and phrases.  |
| **Conclusion** | Conclusion effectively creates closure to the piece.  | Conclusion is present, but lacks clear connection to the story. | 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** |  |  |  |