

Response to Literature Writing Rubric

Grades 1-2



	1	2	3	4
Topic Introduction/ Focus of Writing	<ul style="list-style-type: none"> • Topic NOT introduced • Does not demonstrate understanding of key ideas in the literature piece • Demonstrates no awareness of task, purpose, and audience • No clear topic is evident 	<ul style="list-style-type: none"> • Topic is inferred, but not directly stated; unclear, inconsistent, or too general • Demonstrates vague understanding of key ideas in the literature piece • Demonstrates vague awareness of task, purpose, and audience • Inconsistent in sticking to topic 	<ul style="list-style-type: none"> • With support, writes a topic sentence to introduce the main idea of the literature response • Demonstrates acceptable understanding of key ideas in the literature piece • Demonstrates acceptable awareness of task, purpose, and audience • Sticks to topic with minimal deviation 	<ul style="list-style-type: none"> • Writes a clear topic sentence introduction and conclusion that states the main idea of the literature response • Demonstrates strong comprehension of key ideas in the literature piece • Demonstrates strong awareness of task, purpose, and audience • Sticks to topic with no deviations
Organization/ Development of Ideas	<ul style="list-style-type: none"> • No paragraph structure is evident • Demonstrates no awareness of task, purpose, & audience • No reference to personal opinion • Demonstrates no understanding of literature selection • Demonstrates no logical reasoning • No mention of similarities/differences • Writing does not answer prompt question • Information is randomly scattered and non-sequential 	<ul style="list-style-type: none"> • No paragraph structure, but informational sentences make sense • Demonstrates vague or inconsistent awareness of task, purpose, & audience • Personal opinion is vague or not directly stated • Demonstrates inconsistent understanding of literature selection • Demonstrates inconsistent reasoning & logic • Vague or indirect mention of similarities/differences • Writing partially answers prompt question • Most information presented in sequential order 	<ul style="list-style-type: none"> • Organizes ideas into incomplete paragraph • Demonstrates partial awareness of task, purpose, & audience • Writing briefly mentions personal opinion with no text reference • Demonstrates simple understanding of literature selection • Writing demonstrates partial logical reasoning • Brief mention of similarities/differences • Writing answers prompt question • Information is presented in sequential order 	<ul style="list-style-type: none"> • Ideas organized in clear paragraph structure • Consistently demonstrates clear awareness of task, purpose, & audience • Writing conveys strong personal opinion and includes references to support that position • Demonstrates strong comprehension of literature selection • Writing demonstrates clear, logical reasoning • Writing describes similarities/differences in detail • Writing fully answers and elaborates on prompt question • Uses transitional/ linking words to connect ideas or paragraphs in sequential order

Details/ Use of Text Based Evidence	<ul style="list-style-type: none"> • Provides no text references • Drawings do not match writing • 	<ul style="list-style-type: none"> • Provides some text references to support topic, but disjointed, inconsistent, or not clear • Drawings are vague and only partially match writing 	<ul style="list-style-type: none"> • Supports topic with limited text-based examples & citations • Drawings, if present, are simple, and mostly match writing 	<ul style="list-style-type: none"> • Supports topic with detailed, specific, text-based examples & citations references • Drawings, if present, are detailed, labeled, and congruent to writing
Vocabulary & Language Complexity	<ul style="list-style-type: none"> • Uses only pictures or adds just a few simple words to pictures with no descriptive language • Writing makes no sense 	<ul style="list-style-type: none"> • Uses simple, general vocabulary with limited descriptive language • Uses mostly incomplete sentences or phrases • Most sentences start in the same way 	<ul style="list-style-type: none"> • Uses conversational vocabulary with some descriptive language • Uses primarily simple sentences mixed with a few phrases/fragments • Some sentences start in the same way.... 	<ul style="list-style-type: none"> • Uses specific words and abundant age-appropriate descriptive language • Uses more complex & expanded sentences than simple sentences • Beginning of sentences in text vary and makes the writing sound interesting
Conventions/ Grammar & Mechanics	<ul style="list-style-type: none"> • Does not use word spacing, punctuation, or capitalization • Writing may appear as string of letters • Letters not correctly formed or legible 	<ul style="list-style-type: none"> • Demonstrates correct word spacing most of the time • Inventive spelling used consistently...many words not recognizable to reader • Uses capitalization and punctuation inconsistently or incorrectly • Writing is mostly legible 	<ul style="list-style-type: none"> • Uses correct word spacing with rare exceptions • About half of the sight words spelled correctly, inventive spelling/close approximations for other words • Capitalization & punctuation consistent at beginning and end of sentences with some fragments present. • Writing legible & correct 	<ul style="list-style-type: none"> • Uses correct word spacing throughout text • High frequency words spelled correctly and other words are close to standard spelling • Correct capitalization and punctuation used consistently; capitalizes the word "I" and people's names • Letter formation is neat and correct