

Teachers College Reading and Writing Project First Grade Informational Reading/Writing Performance Assessment Rubric

1 st Reading Rubric	Level 1- Novice	1.5	Level 2- Developing	2.5	Level 3- Effective	3.5	Level 4- Highly Effective	Score
R. Standard 1.1: Students will ask and answer questions about key details in a text.								Score
	With prompting, does not ask or answer questions about the details of the text. May respond only with prior knowledge or offer questions and answers unrelated to the text or topic.		Asks <i>or</i> answers question(s) about details in the text. May incorporate some prior knowledge, but connects response to at least one detail from the text.		Asks and answers questions about key details in the text. May incorporate some prior knowledge, but mostly connects responses to details in the text.		Asks and answers questions that gesture towards more inferential thinking: such as “why” and “how” questions (versus “what” and “where” questions). Demonstrates consistent attention to the details in the text.	
								Total:

Reading Rubric Scoring Guide: Task 1: reading response

Looking across the student’s drawing, writing (and possibly dictated writing), select the score point above that best matches the majority of the student’s work.

1 st Writing Rubric	Level 1- Novice	1.5	Level 2- Developing	2.5	Level 3- Effective	3.5	Level 4- Highly Effective	Score
W. Standard 1.2 : Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.								Score
Focus/ Informational Genre	Uses a combination of drawings, oral language, and attempts at writing to tell about a topic. Some information is connected to the topic and the genre of the task.		Names the topic and draws, writes, and/or dictates to tell about the topic of the task. Most writing and/or drawing is connected to the topic and some is informational.		Names the topic: possibly in a brief statement, a cover page (combination of writing/drawing) and/or with top-of-page headings. Most writing and/or drawing is connected to the topic and is informational.		Names the topic and makes clear that the writing is informational. All facts and details relate to and inform about the topic.	
Structure	Some marks on the page and/or drawings are grouped to convey information. In interviews, the writer is able to explain how the topic connects to groups of marks on the page.		Drawing, annotations, and attempts at writing are grouped together to convey information. This may be more evident through interviewing the writer.		Some information is organized into categories or parts: <i>e.g.</i> a page or section heading matches the information that follows. Provides some sense of closure.		Organizes most information into categories or parts, using headings or other markers. Uses linking words such as “and,” “another,” or “also.” Writes an introduction and a conclusion.	
								Total:

Teachers College Reading and Writing Project First Grade Informational Reading/Writing Performance Assessment Rubric

1st Writing Rubric	<u>Level 1- Novice</u>	<u>1.5</u>	<u>Level 2- Developing</u>	<u>2.5</u>	<u>Level 3- Effective</u>	<u>3.5</u>	<u>Level 4- Highly Effective</u>	
W. Standard 1.2 : Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.								<u>Score</u>
Development	Through drawing, letters and/or minimal words, and/or labeling, includes some details, facts, or other information that relate to the topic		Writes and draws information about the topic: creates a picture(s) and/or attempts writing that teaches about the topic. (may be evident only through dictation)		Provides some factual information: through drawings/diagrams with annotations and/or the use of some simple sentences.		Provides multiple pieces of factual information on what could be multiple pages, using a variety of sentence patterns and kinds of details to explain parts of the topic.	x2:
Research/ Reading	With prompting and support, information is connected to the topic of the provided text, but not to any particular details from the text.		With prompting and support, at least one detail (written, drawn or dictated) is from the provided text.		Includes more than one detail from the provided text, including some vocabulary and/or descriptive words.		Includes multiple details from the provided text, including important vocabulary and descriptions.	
Concepts of Print/ Language Conventions	The text includes approximated written words or letters for words, indicating some left/right, top/bottom directionality. Includes labels on drawings and/or writing underneath the pictures. The child 'reads' his/her writing, demonstrating an understanding that the writing carries its own meaning.		The writing shows directionality and a sense of word, with letters generally representing each dominant sound in a word and spaces between many of the words. The child can point to words as he or she reads, demonstrating a grasp of one-to-one correspondence.		The writer writes with directionality. Some words are spelled conventionally. Some simple sentences are present, with ending punctuation. Upper and lower case letters are generally used appropriately.		Many words are spelled conventionally. The writer uses sentences: he/she capitalizes the beginning of sentences and uses ending punctuation. Some sentences are complex.	
								Total:

Writing Rubric Scoring Guide: Task 2 – Information Writing

- Circle the descriptor in each row that best describes the student’s work in this category. If the work falls between two descriptors, check a mid-point box to indicate this. Use the scoring box to the right of the table to record the score for each category. Total the points from all categories.
- For the category “Development,” double the points and record in the box to the right, as indicated by the “x 2.” This is because development counts more towards the overall success of the piece than other individual categories.
- Total the number of points from all the categories for a total writing score.

Scaled Score for Entire Performance Assessment:

- Add the total points from the reading and writing rubrics to come up with a raw score.
- Use the following table to calculate a scaled score:

Total Points	Scaled Score
1-7	1
7.5-10.5	1.5
11-14	2
14.5-17.5	2.5
18-21	3
21.5-24.5	3.5
25-28	4

- To look closely at growth between pre- and post-assessments, keep this rubric with the circled descriptors.
- **You will want to track growth across sub-sections, not just in scaled score.**