

# INFORMATIONAL TEMPLATE TASKS - NYC-LDC SCORING RUBRIC FOR GRADE K

<b>Grade Level/Subject</b>

<b>Artifact Number</b>				

<b>Rater Number</b>		

<b>Overall Rating</b>

	Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
		1	1.5	2	2.5	3	3.5	4
Disciplinary Content	Focus	Response is related to topic but does not directly address the task		Some information is connected to the topic and the task's question		Most information is connected to the topic and addresses the task's question		Connects all information to the stated topic and addresses the task's question
	Controlling Idea			Uses a combination of drawings, oral language, and attempts at writing in order to convey ideas and/or information from the text		Names the topic and draws, writes, and /or dictates to convey ideas and/or information from the text		Clearly names the topic: possibly in a brief statement, a cover page (combination of writing/drawing) and/or with top of page headings to convey ideas and/or information from the text.
	Content/subject Understanding	Content is irrelevant, inappropriate, or inaccurate		Shows uneven or limited understanding of the topic being studied.		Ideas presented demonstrate generally accurate understanding of the topic being studied		Ideas presented demonstrate an accurate and relevant understanding of the topic being studied and enhance understanding of topic
	Reading/ Research (when applicable)	Includes very little detail, or all detail is unrelated to the text		Information is connected to the topic of the provided text, but not to any particular details from the text		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
Disciplinary Writing	Development	Attempts to inform or explain but lacks details		Informs or explains by presenting a few details		Informs or explains using a range of details		Informs or explains by providing detailed and relevant information
	Organization	Pictures or random letters demonstrate little or no organization		There is little organization of information on the page. Interviewing the writer shows the intention to group marks and/or letters/words with pictures to convey information		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: e.g. a page or section heading matches the information that follows
	Conventions	Produces marks or picture(s) without an accompanying written text, not even a string of approximated letters		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 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 writer writes with directionality, a sense of word, and a command of enough high frequency words and enough onsets and rimes that readers can generally read the writing. Some simple sentences are present

# INFORMATIONAL TEMPLATE TASKS - NYC-LDC SCORING RUBRIC FOR GRADE 1

<b>Grade Level/Subject</b>

<b>Artifact Number</b>				

<b>Rater Number</b>		

<b>Overall Rating</b>

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced	
	1	1.5	2	2.5	3	3.5	4	
Disciplinary Content	Focus	Some information is connected to the topic and the task's question		Most information is connected to the topic and addresses the task's question		Response to task includes some detailed facts about the topic and a brief conclusion		All facts and details relate to the task and inform about the topic
	Controlling Idea	Uses a combination of drawings, oral language, and attempts at writing in order to convey ideas and/or information from the text		Names the topic and draws, writes, and /or dictates to convey ideas and/or information from the text		Clearly names the topic: possibly in a brief statement, a cover page (combination of writing/drawing) and/or with top of page headings to convey ideas and/or information from the text.		Gestures towards an introduction (to draw the reader into the topic) and/or a conclusion
	Content/subject Understanding	Content is irrelevant, inappropriate, or inaccurate		Shows uneven or limited understanding of the topic being studied.		Ideas presented demonstrate generally accurate understanding of the topic being studied		Ideas presented demonstrate an accurate and relevant understanding of the topic being studied and enhance understanding of topic
	Reading/ Research (when applicable)	Information is connected to the topic of the provided text, but not to any particular details from the text		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
Disciplinary Writing	Development	Attempts to inform or explain but lacks details		Informs or explains by presenting a few details		Informs or explains using a range of details		Informs or explains by providing detailed and relevant information
	Organization	There is little organization of information on the page. Interviewing the writer shows the intention to group marks and/or letters/words with pictures to convey information		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: e.g. a page or section heading matches the information that follows  Writes a brief conclusion		Organizes most information into categories or parts, using headings.  Uses linking words such as "and", "another" or "also"  Writes an introduction and a concluding statement or section
	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 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 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

## INFORMATIONAL TEMPLATE TASKS - NYC-LDC SCORING RUBRIC FOR GRADE 2

<b>Grade Level/Subject</b>

<b>Artifact Number</b>				

<b>Rater Number</b>		

<b>Overall Rating</b>

	Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
		1	1.5	2	2.5	3	3.5	4
<b>Disciplinary Content</b>	Focus	Most information is connected to the topic and addresses the task's question		Response to task includes some detailed facts about the topic and a brief conclusion		All facts and details relate to the task and inform about the topic		Facts and details selected are relevant to the task and important to the topic
	Controlling Idea	Names the topic and draws, writes, and /or dictates to convey ideas and/or information from the text		Clearly names the topic: possibly in a brief statement, a cover page (combination of writing/drawing) and/or with top of page headings to convey ideas and/or information from the text.		Introduces a topic that is developed throughout the piece in ideas and/or information from the text and concluded in a final statement or section		Introduces, develops and concludes an information piece of writing that demonstrates an awareness of audience
	Content/subject Understanding	Content is irrelevant, inappropriate, or inaccurate		Shows uneven or limited understanding of the topic being studied.		Ideas presented demonstrate generally accurate understanding of the topic being studied		Ideas presented demonstrate an accurate and relevant understanding of the topic being studied and enhance understanding of topic
	Reading/ Research (when applicable)	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		includes multiple details from the provided text, defining or explaining key vocabulary and concepts
<b>Disciplinary Writing</b>	Development	Attempts to inform or explain but lacks details		Informs or explains by presenting a few details		Informs or explains using a range of details		Informs or explains by providing detailed and relevant information
	Organization	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: e.g. a page or section heading matches the information that follows  Writes a brief conclusion		Organizes most information into categories or parts, using headings. Uses linking words such as "and", "another" or "also". Writes an introduction and a concluding statement or section.		Introduces the topic in a clear attempt to invite the reader into the piece. Organizes information into parts: each part contains mostly details that belong in that section. Uses linking words to show sequence, such as "before", "after", "later", when relevant. Provides a concluding statement or section.
	Conventions	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 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		Most words are spelled conventionally  Sentences are capitalized appropriately and consistently  Many sentences are complex i.e. compound and/or with subordinate clauses