

Grade 1: Writing Rubrics

NOTE: The language in these rubrics has been adapted from the SBAC and PARCC rubrics. **The language in bold is taken directly from the CCSS.**

Opinion Writing Rubric: Grade 1					
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.					
		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Knowledge and Understanding					
A	RL/RI.1.10	Demonstrates a deep understanding of topic or text	Demonstrates a clear understanding of topic or text	Demonstrates a limited understanding of topic or text	Does not demonstrate understanding, or shows a misunderstanding, of topic or text
Organization and Purpose					
B	W.1.1	Opinion is clearly stated	States a relevant opinion	Stated opinion is unrelated to task	Opinion is not stated
C		Introduction provides some context about topic or text	Briefly introduces the topic or text	Introduction is confusing or off topic	Introduction is missing
D		Concluding statement or section clearly restates the opinion in the piece	Concluding statement or section provides some sense of closure	Conclusion is confusing or off topic	Conclusion is missing
Evidence and Elaboration					
E	W.1.1 W.1.8	Supplies more than one relevant reason to support the opinion	Supplies a reason that supports the opinion	Reason(s) are confusing or irrelevant	No reason given
F	L.1.6	Uses conjunctions and topic-related words and phrases acquired through conversations, reading and being read to, and responding to texts	Uses frequently occurring conjunctions to signal the relationship between opinion and reason	Uses a basic vocabulary	Uses a limited vocabulary
Conventions					
G	L.1.1j	Uses a variety of simple and compound sentences	Writes in complete simple and compound sentences	Writes in clear simple sentences and phrases	Errors in usage are frequent; sentences are often difficult to understand
H	L.1.2a	No errors in capitalization	Capitalizes the first word in a sentence, the pronoun I, names, and dates	Inconsistently capitalizes the first word in a sentence, the pronoun I, names, and dates	Minimal or incorrect use of upper case letters
I	L.1.2b	Correctly uses commas and/or apostrophes in addition to end punctuation	Correctly uses end punctuation	Inconsistently uses end punctuation	Errors in end punctuation are frequent, making the piece difficult to read
J	L.1.2d L.1.2e	Generalizes learned spelling patterns and shows evidence of using reference materials (Word Walls, personal dictionaries, etc.) when writing words	Uses conventional spelling for words with common patterns and for frequently occurring irregular words Spells untaught words phonetically	Frequent errors in the spelling of grade-appropriate words	Errors in spelling are severe and often obscure meaning

Informative/Explanatory Writing Rubric: Grade 1

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Knowledge and Understanding					
A	RL/RI.1.10	Demonstrates a deep understanding of information and ideas	Demonstrates a clear understanding of information and ideas	Demonstrates a limited understanding of information and ideas	Does not demonstrate understanding, or shows a misunderstanding, of information and ideas
Organization and Purpose					
B	W.1.2	Focus is clearly stated and mostly maintained	Names a topic and states a focus	Topic and/or focus is unclear	Topic is unrelated to task
Evidence and Elaboration					
C	W.1.2 W.1.8	Relevant facts and details develop the topic	Supplies some information about the topic	Supporting facts and details may be minimal, repetitive, vague, and/or copied	Supporting facts and details are absent or irrelevant
D	L.1.6	Uses many academic and domain-specific vocabulary words	Uses words and phrases acquired through conversations, reading and being read to, and responding to text	Uses a basic vocabulary	Vocabulary is limited or repetitive
Conventions					
E	L.1.1j	Uses a variety of simple and compound sentences	Writes in complete simple and compound sentences	Writes in clear simple sentences and phrases	Errors in usage are frequent; sentences are often difficult to understand
F	L.1.2a	No errors in capitalization	Capitalizes the first word in a sentence, the pronoun I, names, and dates	Inconsistently capitalizes the first word in a sentence, the pronoun I, names, and dates	Minimal or incorrect use of upper case letters
G	L.1.2b	Correctly uses commas and/or apostrophes in addition to end punctuation	Correctly uses end punctuation	Inconsistently uses end punctuation	Errors in end punctuation are frequent, making the piece difficult to read
H	L.1.2d	Generalizes learned spelling patterns and shows evidence of using reference materials (word walls, personal dictionaries, etc.) when writing words	Uses conventional spelling for words with common patterns and for frequently occurring irregular words	Frequent errors in the spelling of grade-appropriate words	Errors in spelling are severe and often obscure meaning
I	L.1.2e		Spells untaught words phonetically		

Narrative Writing Rubric: Grade 1					
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Knowledge and Understanding					
A	RL/RI.1.10	Connects well to source materials and assigned topic	Connects to source materials and assigned topic	Connects loosely to source materials and assigned topic	Does not connect to source materials and assigned topic
Organization and Purpose					
B	W.1.3	Organizes an event sequence that unfolds naturally	Recounts two or more sequenced events	Narrates a single event	Central event is vague or unclear
C		Uses a variety of temporal words and phrases to signal event order	Uses temporal words to signal event order	Minimal or no use of temporal words and phrases to signal event order	Lack of temporal words and phrases causes confusion
D		Creates a satisfying ending	Provides a sense of closure	Closing is vague or confusing	Ends abruptly
Evidence and Elaboration					
E	W.1.3	Uses detail to develop experiences and/or characters	Includes some details regarding what happened	Detail is minimal and/or seems unrelated to the sequence of events	Does not include detail; may be very brief
F	L.1.6	Demonstrates a rich and varied vocabulary	Uses words and phrases acquired through conversations, reading, and being read to	Basic word choice and vocabulary	Vocabulary is very limited, repetitive
Conventions					
G	L.1.1j	Uses a variety of simple and compound sentences	Writes in complete simple and compound sentences.	Writes in clear simple sentences and phrases	Errors in usage are frequent; sentences are often difficult to understand
H	L.1.2a	No errors in capitalization	Capitalizes the first word in a sentence, the pronoun I, names, and dates	Inconsistently capitalizes the first word in a sentence, the pronoun I, names, and dates	Minimal or incorrect use of upper case letters
I	L.1.2b	Correctly uses commas and/or apostrophes in addition to end punctuation	Correctly uses end punctuation	Inconsistently uses end punctuation	Errors in end punctuation are frequent, making the piece difficult to read
J	L.1.2d L.1.2e	Generalizes learned spelling patterns and shows evidence of using reference materials (Word Walls, personal dictionaries, etc.) when writing words	Uses conventional spelling for words with common patterns and for frequently occurring irregular words; spells untaught words phonetically	Frequent errors in the spelling of grade-appropriate words	Errors in spelling are severe and often obscure meaning