

NARRATIVE WRITING RUBRIC

1st Grade English Language Arts

TOPIC	1 point	2 points	3 points	4 points
Topic	Does not recount more than one event.	Attempts to recount a well-elaborated event or sequence of events, but is often unclear about the sequence of events.	Recounts a well-elaborated event or sequence of events.	Skillfully recounts a well-elaborated event or sequence of events.
DEVELOPMENT	1 point	2 points	3 points	4 points
Elaboration	Lacks details to describe character actions, thoughts, and feelings.	Includes some details to describe character actions, thoughts, and feelings.	Uses some strong sensory details to describe character actions, thoughts, and feelings.	Uses rich sensory details that show rather than tell characters actions, thoughts and feelings.
Voice	No sense of voice, purpose and/or audience. Point of view is absent.	Writer's voice is mechanical and/or repetitive. Point of view is confusing.	Writer's voice is appropriate to the audience and purpose. Point of view is evident and appropriate.	Writer's voice adds interest to the message. Point of view is evidence and skillfully articulated.
STRUCTURE	1 point	2 points	3 points	4 points
Introduction and conclusion	Introduction does not introduce characters or setting and uses very little details to explain what is going to happen. Lacks closure.	Attempts to introduce characters or setting but does not include many details. Attempts to provide closure that follows from the narrated experiences or event.	Introduces characters and setting and includes a few supporting details. Provides a sense of closure that follows from the narrated experiences or events.	Skillfully introduces characters and setting by using a creative lead and foreshadowing to hook a reader in. Skillfully provides a conclusion that follows from the narrated experiences or events.
Organization & Transitions	Many events may be out of order or unconnected and there are very few supporting details to describe the events. Lacks temporal words.	Some events may be out of order or unconnected. Limited/repetitive use of temporal words.	Events unfold in a logical way. Uses transitions and temporal words to connect events.	Events unfold naturally. Skillfully uses transitions and temporal words to connect events.
VOCABULARY	1 point	2 points	3 points	4 points
Content Vocabulary	Uses basic vocabulary.	Attempts to use powerful vocabulary.	Uses powerful vocabulary to create a picture.	Skillfully uses an abundance of powerful, descriptive vocabulary or phrases to create a vivid picture.
LANGUAGE	1 point	2 points	3 points	4 points

Knowledge of Language and Conventions	Does not use complete sentences.	Attempts to use simple and compound sentences correctly, but may have errors.	Uses simple and compound sentences.	Uses simple and compound sentences fluidly.
	Subject-verb or pronoun-antecedent agreement is missing.	Attempts to use correct subject-verb agreement or pronoun-antecedent agreement.	Sentences have mostly correct subject-verb agreement or pronoun-antecedent agreement.	Sentences have correct subject-verb and pronoun-antecedent agreement.
	Does not include adjectives.	Uses simple adjectives, but may be used incorrectly.	Attempts to use frequently occurring adjectives.	Forms and uses adjectives skillfully.
	Capitalization or punctuation are missing.	Attempts to use capitalization and punctuation correctly, but mistakes are present.	Uses capitalization and punctuation correctly.	Uses capitalization and punctuation skillfully.
	Multiple spelling mistakes are evident.	Attempts to use conventional spelling and spelling patterns, but mistakes are present.	Uses conventional spelling and spelling patterns.	Uses conventional spelling and spelling patterns correctly.

OPINION WRITING RUBRIC

1st Grade English Language Arts

OPINION				
	1 point	2 points	3 points	4 points
Position	Does not state an opinion.	Attempts to state an opinion, but may not be fully developed.	States an opinion connects to the given topic and takes a clear position.	States a clear opinion that connects to the given topic and takes a clear and compelling position.
DEVELOPMENT				
	1 point	2 points	3 points	4 points
Elaboration	<p>Attempts to provide at least one reason supporting the opinion.</p> <p>Does not include an explanation or elaboration of the writer's reason(s).</p>	<p>Provides at least one reason to support the opinion.</p> <p>Some explanation is provided as support for the writer's reason(s) or to connect the reason(s) to the opinion.</p>	<p>Refers to more than one reason to support the opinion.</p> <p>Writes 2–3 sentences about each reason, including relevant examples, stories, and information. Most information supports the opinion.</p>	<p>Selects the most relevant details and examples to support the opinion.</p> <p>Skillfully writes 2–3 sentences about each reason, including relevant examples, stories, and information. All information supports the opinion.</p>
STRUCTURE				
	1 point	2 points	3 points	4 points
Introduction and conclusion	No introduction and/or conclusion.	<p>Provides a very brief introduction, which may not connect closely to the opinion.</p> <p>Provides a conclusion that may restate the opinion.</p>	<p>Provides an introduction to the opinion, clearly announcing that this is an argument. Attempts to inspire readers to care about the topic and/or claim.</p> <p>Provides a conclusion that connects to the writer's main opinion.</p>	<p>Provides an introduction that orients the reader to what is most important in the opinion.</p> <p>Provides a conclusion that provides an overall synthesis or reflection on the opinion..</p>
Organization & Transitions	<p>Reasons and supporting examples are not logically grouped together.</p> <p>Lacks temporal words.</p>	<p>Attempts to group reasons and supporting examples.</p> <p>Limited/repetitive use of temporal words.</p>	<p>Effectively groups supporting ideas and their relevant evidence.</p> <p>Uses transitions and temporal words to connect events.</p>	<p>Effectively groups supporting ideas and their relevant evidence.</p> <p>Skillfully uses transitions and temporal words to connect events.</p>
VOCABULARY				
	1 point	2 points	3 points	4 points
Content Vocabulary	Uses basic vocabulary.	Attempts to use powerful vocabulary.	Uses powerful vocabulary to create a picture.	Skillfully uses an abundance of powerful, descriptive vocabulary or phrases to create a vivid picture.

LANGUAGE

	1 point	2 points	3 points	4 points
Knowledge of Language and Conventions	Does not use complete sentences.	Attempts to use simple and compound sentences correctly, but may have errors.	Uses simple and compound sentences.	Uses simple and compound sentences fluidly.
	Subject-verb or pronoun-antecedent agreement is missing.	Attempts to use correct subject-verb agreement or pronoun-antecedent agreement.	Sentences have mostly correct subject-verb agreement or pronoun-antecedent agreement.	Sentences have correct subject-verb and pronoun-antecedent agreement.
	Does not include adjectives.	Uses simple adjectives, but may be used incorrectly.	Attempts to use frequently occurring adjectives.	Forms and uses adjectives skillfully.
	Capitalization or punctuation are missing.	Attempts to use capitalization and punctuation correctly, but mistakes are present.	Uses capitalization and punctuation correctly.	Uses capitalization and punctuation skillfully.
	Multiple spelling mistakes are evident.	Attempts to use conventional spelling and spelling patterns, but mistakes are present.	Uses conventional spelling and spelling patterns.	Uses conventional spelling and spelling patterns correctly.

INFORMATIONAL WRITING RUBRIC

1st Grade English Language Arts

COMPREHENSION

	1 point	2 points	3 points	4 points
Reading Comprehension	Does not demonstrate comprehension of the text(s) or has misunderstood the text(s).	Demonstrates limited comprehension and may reference the text(s) explicitly.	Demonstrates comprehension by providing mostly accurate explanation/description/ comparison and by referencing the text(s) explicitly.	Demonstrates full comprehension by providing an accurate explanation/description/ comparison and by referencing the text(s) explicitly.

DEVELOPMENT

	1 point	2 points	3 points	4 points
Reading Research	Does not refer to any text-based details/examples, or references indicate misunderstanding of the text.	Refers to at least one text-based detail and/or example but some of the references are inaccurate or irrelevant to the main reasons.	Refers to more than one text-based detail and/or example from the provided source for each reason or paragraph.	Selects the most relevant text-based details/examples from the provided source(s) to support main ideas for each reason/section.
Elaboration	May copy details directly from the text(s). Does not use information from the text(s) to develop the topic and/or uses information that is inaccurate. May include extraneous information that does not relate to the topic.	Details may be too long, too frequent, or show an inaccurate interpretation of the text(s). Attempts to develop the topic using facts and details from the text(s), though does so sporadically or ineffectively (i.e. citing evidence or details that do not support a particular point).	Provides a great variety of text evidence, including facts, definitions, and relevant details from the text(s) provided. All information is relevant. Elaborates on sourced information to convey ideas about the topic and how the information supports the topic.	Provides clear and compelling facts, definitions, and/or details to support the topic. Elaborates on sourced information to convey ideas about the topic and how the information supports the topic. Elaboration demonstrates literal and inferential understanding of the text(s).

STRUCTURE

	1 point	2 points	3 points	4 points
Introduction and conclusion	Provides no introduction or conclusion.	Provides a brief introduction which may include the title of the text(s) and the focus of the explanation. Provides a brief concluding statement. Concluding sentence may not relate directly to the information or explanation presented.	Provides a clear introduction which orients the reader to the topic and text references. Provides title and author of the text(s). Provides a related conclusion that connects with the information and explanation.	Provides a compelling introduction which orients the reader to the topic and text references. Provides title and author of the text(s). Provides a compelling concluding statement that attempts to synthesize the topic and material. Leaves the reader with something to think about.

Organization	Provides facts and details but does not group information or does so in a way that is disorganized or unclear.	Groups related information but does not always create sections for each fact.	Groups supporting ideas and relevant evidence in sections. It's clear how each section has been organized.	Creates an organizational structure to show how supporting ideas are connected (headings, illustrations, table of contents). All related information is grouped together.
Text Features	Text features are missing.	Attempts to include text features, but may not be relevant or connected to details, facts, or definitions from the text(s).	Includes text features about relevant facts, details, or definitions from the text(s).	Includes text features that clarify, elaborate, or provide additional information about important facts, details, or definitions.
Transitions	Lacks temporal words.	Limited/repetitive use of temporal words.	Uses transitions and temporal words to connect events.	Skillfully uses transitions and temporal words to connect events.

VOCABULARY

	1 point	2 points	3 points	4 points
Content Vocabulary	Does not incorporate precise, Tier Two, or domain-specific vocabulary from the text(s).	Attempts to use precise, Tier Two, and domain-specific vocabulary from the text(s), though terms may be used incorrectly or added without context.	Incorporates precise, Tier Two, and domain-specific vocabulary with a sense of context, demonstrating that the writer grasps the meaning of the terms.	Uses precise, Tier Two, and domain-specific vocabulary from the text(s). Vocabulary is integrated smoothly into writing.

LANGUAGE

	1 point	2 points	3 points	4 points
Knowledge of Language and Conventions	<p>Does not use complete sentences.</p> <p>Subject-verb or pronoun-antecedent agreement is missing.</p> <p>Does not include adjectives.</p> <p>Capitalization or punctuation are missing.</p> <p>Multiple spelling mistakes are evident.</p>	<p>Attempts to use simple and compound sentences correctly, but may have errors.</p> <p>Attempts to use correct subject-verb agreement or pronoun-antecedent agreement.</p> <p>Uses simple adjectives, but may be used incorrectly.</p> <p>Attempts to use capitalization and punctuation correctly, but mistakes are present.</p> <p>Attempts to use conventional spelling and spelling patterns, but mistakes are present.</p>	<p>Uses simple and compound sentences.</p> <p>Sentences have mostly correct subject-verb agreement or pronoun-antecedent agreement.</p> <p>Attempts to use frequently occurring adjectives.</p> <p>Uses capitalization and punctuation correctly.</p> <p>Uses conventional spelling and spelling patterns.</p>	<p>Uses simple and compound sentences fluidly.</p> <p>Sentences have correct subject-verb and pronoun-antecedent agreement.</p> <p>Forms and uses adjectives skillfully.</p> <p>Uses capitalization and punctuation skillfully.</p> <p>Uses conventional spelling and spelling patterns correctly.</p>