

First Grade Writing Rubric

Name: _____ Date: __/__/__

Directions: 1. Mark the genre to be assessed. 2. Check one box per row that best matches the level of the writing sample. 3. Place the number of the proficiency level in the Score column. 4. Make notations in the Writing Instructional Comments area at the end of the rubric. 5. Attach this rubric to the student-writing sample. 6. Place in student portfolio and record the data.						
Genre	5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic	Score
<input type="checkbox"/> Narrative (W2.1) <input type="checkbox"/> Story <input type="checkbox"/> Personal Narrative	<input type="checkbox"/> Skillfully uses sequence or other logical order with sophisticated vocabulary (e.g., <i>one evening, after, while, one fall afternoon, etc.</i>)	<input type="checkbox"/> Organized in a logical sequence from start to finish; uses signal words to signal event order (e.g., <i>first, next, then, last, etc.</i>)	<input type="checkbox"/> Sequence is underdeveloped and/or incomplete	<input type="checkbox"/> Sequence is limited and/or illogical	<input type="checkbox"/> Sequencing is not present	Sequence /5
	<input type="checkbox"/> Skillfully develops a central idea(s) that describes the setting, characters, objects, real or imaginary personal experiences, familiar objects and events in great detail	<input type="checkbox"/> Recounts the event or short sequence of events that include details that describe the actions, thoughts, feelings of the experience	<input type="checkbox"/> Writes a central idea that describes with details a few of the following: setting, characters, objects, real or imaginary personal experiences, familiar objects <u>or</u> events	<input type="checkbox"/> Central idea in the narrative includes one of the following with limited details about either the setting, characters, objects, real or imaginary personal experiences, familiar objects <u>or</u> events	<input type="checkbox"/> No central idea nor sensory details present	Central Idea /5
<input type="checkbox"/> Expository descriptions (W2.2)	<input type="checkbox"/> Skillfully develops a central idea(s) in expository descriptions about real objects, people, places, or events and uses elaborate sensory details to support the topic	<input type="checkbox"/> Develops a central idea in expository descriptions of real objects, people, places, or events and uses appropriate sensory details to support the topic	<input type="checkbox"/> Central idea in expository descriptions of real objects, people, places, or events is underdeveloped and uses simple sensory details to support the topic	<input type="checkbox"/> Central idea in the expository descriptions of real objects, people, places, or events is absent; random details written about the topic	<input type="checkbox"/> No central idea nor sensory details present	Central Idea and Sensory Details /5
Written and Oral Language Conventions (to be completed for all prompts)	<input type="checkbox"/> Uses complete, coherent sentences that demonstrate a variety of patterns	<input type="checkbox"/> Uses complete, coherent sentences	<input type="checkbox"/> Uses some complete and incomplete sentences that follow a repeated sentence pattern (e.g., phrases and sentences)	<input type="checkbox"/> Uses incomplete or incoherent sentences (e.g., phrases)	<input type="checkbox"/> No sentences (e.g., random words)	WC1.1 /5
	<input type="checkbox"/> Demonstrates a more intricate usage of conventions of standard English grammar in writing to enhance meaning beyond grade level expectation	<input type="checkbox"/> Demonstrates command of the conventions of standard English grammar in writing appropriate to grade level; errors are minor and do not obscure the meaning	<input type="checkbox"/> Uses conventions of standard English grammar in writing appropriate to grade level; errors are frequent and may occasionally obscure the meaning	<input type="checkbox"/> Minimal understanding of conventions of standard English grammar in writing; errors are numerous and obscure the meaning	<input type="checkbox"/> No understanding of conventions of standard English grammar in writing	Grammar /5

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Genre	5 - Advanced	4 - Proficient	3 - Basic	2 - Below Basic	1 - Far Below Basic	Score
Written and Oral Language Conventions continued (to be completed for all prompts)	<input type="checkbox"/> Consistently capitalizes all proper nouns, words at the beginning of sentences and greetings, months, and days of the week, and titles and initials of people and uses beyond basic punctuation (e.g. quotation marks, commas)	<input type="checkbox"/> Minimal errors in capitalization of proper nouns, words at the beginning of sentences and greetings, months, and days of the week, and titles and initials of people and basic punctuation (e.g. period, question mark, exclamation point)	<input type="checkbox"/> Frequent errors in capitalization and basic punctuation (e.g. period, question mark, exclamation point)	<input type="checkbox"/> Numerous errors in capitalization and basic punctuation	<input type="checkbox"/> No capitalization used in writing or upper and lower case letters used randomly; Basic use of punctuation is not present	WC1.6 /5
	<input type="checkbox"/> Above grade-level appropriate spelling	<input type="checkbox"/> Grade-level appropriate spelling with minimal errors	<input type="checkbox"/> Frequent errors in spelling	<input type="checkbox"/> Numerous errors in spelling interfere with the understanding of the writing	<input type="checkbox"/> Correct spelling is not evident throughout writing; unable to comprehend	WC1.8 /5

Writing Instructional Comments
(i.e., reteach capitalization, sequencing, proper nouns)