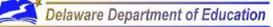


Narrative Writing Rubric Grade 1

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
 The writing – Skillfully and appropriately sequences events (2W3) skillfully uses temporal words to signal event order (2W3) provides a sense of closure (2W3) 	 The writing – appropriately sequences events (1W3) uses temporal words to signal event order (1W3) provides some sense of closure (1W3) 	 The writing – attempts to appropriately sequence events attempts to use temporal words to signal event order attempts to provide some sense of closure 	 The writing – makes little or no attempt to appropriately sequence events makes little or no attempt use temporal words to signal event order makes little or no attempt to provide some sense of closure 	Organization/ Purpose 2 x =
 The writing – recounts a well-elaborated event or short sequence of events (2W3) includes details to describe actions, thoughts, and feelings (2W3) uses information from experiences or provided resources, when appropriate (2W8) 	 The writing – recounts two or more appropriately sequenced events (1W3) includes some details regarding what happened (1W3) uses information from experiences or provided sources, when appropriate, with guidance and support from adults (1W8) 	 The writing – attempts to recount two or more appropriately sequenced events attempts to include some details regarding what happened attempts to use information from experiences or provided sources, when appropriate, with guidance and support from adults 	 The writing – makes little or no attempt to recount two or more appropriately sequenced events makes little or no attempt to include some details regarding what happened makes little or no attempt to use information from experiences or provided sources, when appropriate, with guidance and support from adults 	Evidence/ Elaboration 2 x =
 The writing – demonstrates a command of grade- level appropriate standard English grammar, usage, and conventions (2L1-2)* has errors that do not interfere with understanding (2L1-2)* 	 The writing – demonstrates a command of grade- level appropriate standard English grammar, usage, and conventions (1L1-2)* has errors that do not interfere with understanding (1L1-2)* 	 The writing – attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that may interfere with understanding 	 The writing – makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage and conventions has errors that interfere with understanding 	Language/ Conventions 1 x =

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose *Conventions Chart p. 2



CONVENTIONS CHART GRADE 1

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
 Print all upper and lowercase letters (1L1a) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (1L2d) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (1L2e) Correctly spell words at grade level and below 	Capitalize Dates and names of people (1L2a) 	 Use end punctuation for sentences (1L2b) Use commas in dates and to separate single words in a series (1L2c) 	 Nouns: Use common, proper, and possessive nouns (1L1b) Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) (1L1c) Verbs: Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walked home, Tomorrow I will walk home) (1L1e) Adjectives: Use frequently occurring adjectives (1L1f) Pronouns: Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything). (1L1d) Determiners: Use determiners (e.g., articles, demonstratives). (1L1h) Conjunctions: Use frequently occurring conjunctions (e.g., and, so but, so, because) (1L1g) 	Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts (1L1j)

* as appropriate for grade level

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.