

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	
<p>The writing –</p> <ul style="list-style-type: none"> ▪ Skillfully and appropriately sequences events (2W3) ▪ skillfully uses temporal words to signal event order (2W3) ▪ provides a sense of closure (2W3) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ appropriately sequences events (1W3) ▪ uses temporal words to signal event order (1W3) ▪ provides some sense of closure (1W3) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to appropriately sequence events ▪ attempts to use temporal words to signal event order ▪ attempts to provide some sense of closure 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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 ____ = ____
<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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 ____ = ____
<p>The writing –</p> <ul style="list-style-type: none"> • 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)* 	<p>The writing –</p> <ul style="list-style-type: none"> • 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)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ 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
<ul style="list-style-type: none"> • 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 	<p>Capitalize</p> <ul style="list-style-type: none"> • Dates and names of people (1L2a) 	<ul style="list-style-type: none"> • Use end punctuation for sentences (1L2b) • Use commas in dates and to separate single words in a series (1L2c) 	<p>Nouns:</p> <ul style="list-style-type: none"> • 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) <p>Verbs:</p> <ul style="list-style-type: none"> • 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) <p>Adjectives:</p> <ul style="list-style-type: none"> • Use frequently occurring adjectives (1L1f) <p>Pronouns:</p> <ul style="list-style-type: none"> • Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything). (1L1d) <p>Determiners:</p> <ul style="list-style-type: none"> • Use determiners (e.g., articles, demonstratives). (1L1h) <p>Conjunctions:</p> <ul style="list-style-type: none"> • Use frequently occurring conjunctions (e.g., and, so but, so, because) (1L1g) 	<ul style="list-style-type: none"> • 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.