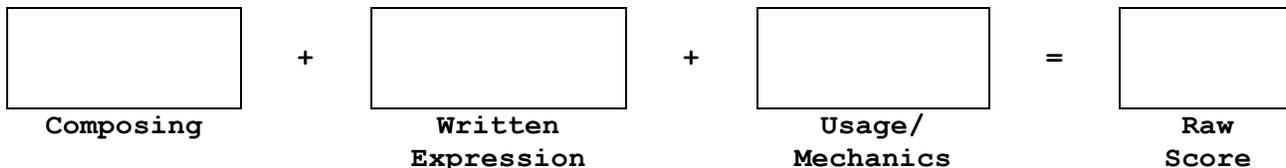


Grade 1 Writing Rubric

First _____ Last _____

| COMPOSING MEETS 3 | USAGE/MECHANICS REASONABLE CONTROL |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Prewriting: ___ Sometimes participates in teacher directed brainstorming activities to generate ideas.</p> <p>Central Idea: ___ Introduce topic. ___ Focus on topic.</p> <p>Organization: ___ Writing includes at least two sequenced events. ___ Attempts to organize ideas and pictures to relay a message ___ Provides a concluding sentence</p> <p>Elaboration: ___ Some elaboration of ideas ___ State an opinion or some facts</p> <p>Technology: ___ Use available technology for writing</p> | <p>Sentence Formation: ___ Standard word order ___ Writes in complete sentences</p> <p>Capitalization: ___ Capitalize initial letter of first word of sentence ___ Capitalize names of people and places and the pronoun I ___ Uses upper and lower case letters appropriately ___ Capitalize days of weeks and months of year</p> <p>Spelling: ___ Use invented/phonetic spelling ___ Spell frequently used words correctly</p> <p>Punctuation: ___ Punctuation marks at the end of the sentence</p> <p>Neatness: ___ Print legibly ___ Form upper and lower case letters correctly, ___ Space words correctly ___ Most sentences well spaced</p> |
| WRITTEN EXPRESSION MEETS 3 | |
| <p>Language: ___ Uses descriptive words, to enhance meaning, when writing about people, places, things, and events</p> | |



Add the three scores together to get a raw score; divide the sum (raw score) by 3 to get the total score.

$$\frac{\quad}{3} = \quad \text{(total score)}$$

(raw score)

| Score | Descriptors |
|--------------------------|--------------------------------------------------------------------|
| 4 = Exceeds | Exemplary, advanced, consistent, near perfect, high |
| 3 = Meets | Almost accomplished, proficient, solid, reasonable, S, middle/high |
| 2 = Almost meets | Partially meets, developing, basic, inconsistent, P, middle/low |
| 1 = Does not meet | Not evident, below basic, little or no control, N, low |

At the first-grade level, reading and writing will develop together. Students will be given daily opportunities to write and read their writing. As their knowledge of letter-sound correspondence and their sight-word vocabulary increases, they will be able to use these skills to put their ideas and thoughts on paper. Students need to be encouraged to write for real purposes by writing such things as letters, notes, signs, stories, and labels. At this level, students will concentrate on writing a complete simple sentence, using basic conventions. With teacher guidance and support, they will also begin to revise and edit selected pieces of their writing for a specific audience.