

GRADE 1

GRADE 1 – OPINION WRITING TEACHER RUBRIC

	4 (Exceeds expectations)	3 (Meets expectations)	2 (Partially meets expectations)	1 (Does not yet meet expectations)
Focus on Task and Text	<input type="checkbox"/> Provides detailed responses to all elements of the prompt (ns) <input type="checkbox"/> Demonstrates comprehension of text(s) by discussing key ideas or evidence from literary or informational texts (ns)	<input type="checkbox"/> Provides complete responses to all elements of the prompt (ns) <input type="checkbox"/> Demonstrates comprehension of several elements of topic or text(s) (ns)	<input type="checkbox"/> Responds to only some elements of the prompt, or provides partial responses to all elements of the prompt (ns) <input type="checkbox"/> Demonstrates limited comprehension of only a few elements of topic or text(s) (ns)	<input type="checkbox"/> Does not respond to any elements of the prompt; veers off topic (ns) <input type="checkbox"/> Demonstrates no comprehension of topic or text(s); response may attempt to address elements of topic or text, with many errors (ns)
Organization	<input type="checkbox"/> Introduces the topic effectively; states an opinion clearly (W.2.1) <input type="checkbox"/> Organized with detailed information grouped together to support the topic (W.2.1) <input type="checkbox"/> Provides a concluding statement or section (W.2.1) <input type="checkbox"/> Organized with a clear beginning, middle, and end (W.2.1)	<input type="checkbox"/> Introduces the topic and states an opinion (W.1.1) <input type="checkbox"/> Organized with generic information grouped together to support the topic (W.1.1) <input type="checkbox"/> Includes a sense of closure to clearly show the writing is complete (W.1.1) <input type="checkbox"/> Organized with a logical beginning, middle, and end (W.1.1)	<input type="checkbox"/> Refers to the topic generally and indirectly; states an unclear opinion (W.1.1) <input type="checkbox"/> Organized with list of information that loosely supports the topic (W.1.1) <input type="checkbox"/> Attempts to provide closure, but does so in an unclear way; may repeat the topic sentence (W.1.1)	<input type="checkbox"/> Does not clearly introduce the topic and fails to state an opinion (W.1.1) <input type="checkbox"/> Attempts organization but includes errors or unrelated details (W.1.1) <input type="checkbox"/> Does not provide closure (W.1.1)
Development and Support	<input type="checkbox"/> Uses specific, relevant details from text(s) that are directly related to the topic to support the opinion (W.2.1) <input type="checkbox"/> Recalls accurate information from experiences or gathers information from provided sources to support an opinion (W.2.8)	<input type="checkbox"/> Supplies details from text(s) when appropriate to support the opinion (W.1.1) <input type="checkbox"/> Recalls information from experiences or provided sources to support the opinion (W.1.8)	<input type="checkbox"/> Supplies general evidence that may not come from text or may be inaccurate (W.1.1) <input type="checkbox"/> Recalls information that does not consistently support the opinion (W.1.8)	<input type="checkbox"/> Does not supply evidence to support the response, or supplies inaccurate evidence to support the opinion (W.1.1) <input type="checkbox"/> Does not include recalled information from experiences or provided sources to support the opinion (W.1.8)

4 (Exceeds expectations)		3 (Meets expectations)		2 (Partially meets expectations)		1 (Does not yet meet expectations)	
Language	<input type="checkbox"/> Correctly uses words acquired through studied texts (L.2.6)	<input type="checkbox"/> Correctly uses words acquired through studied texts (L.1.6)	<input type="checkbox"/> Attempts to use words acquired through studied texts (L.1.6)	<input type="checkbox"/> Uses general language no correct use of vocabulary acquired through studied texts (L.1.6)			
	<input type="checkbox"/> Uses adjectives and adverbs to provide additional detail (L.2.1.E)	<input type="checkbox"/> Uses frequently occurring adjectives to provide additional detail (L.1.1.F)	<input type="checkbox"/> Uses frequently occurring adjectives with some minor word choice errors (L.1.1.F)	<input type="checkbox"/> Use of adjectives and adverbs is limited, incorrect, or missing (L.1.1.F)			
	<input type="checkbox"/> Uses a variety of correctly formed sentences; including simple and compound sentences (L.2.1.F)	<input type="checkbox"/> Correctly forms and includes simple and compound sentences (L.1.1.J)	<input type="checkbox"/> Correctly forms simple sentences and attempts compound sentences with minor errors (L.1.1.J)	<input type="checkbox"/> Uses simple sentences exclusively, with fragments and errors in agreement and tense (L.1.1.J)			

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Conventions	<div><input type="checkbox"/> Shows command of language standards including:<ul style="list-style-type: none">▪ printing all upper- and lowercase letters;▪ proper capitalization;▪ use of commas in dates and to separate single words in a series;▪ using singular and plural nouns with matching verbs in basic sentences;▪ using possessive and indefinite pronouns;▪ using verbs to convey a sense of past, present, and future;▪ using frequently occurring adjectives; using frequently occurring conjunctions;▪ using end punctuation for sentences;▪ using conventional spelling for words with common spelling patterns and for frequently occurring irregular words; and spelling untaught words phonetically (L.1.1.A, L.1.2.A, L.1.2.C, L.1.1.B, L.1.1.C, L.1.1.D, L.1.1.E, L.1.1.F, L.1.1.G, L.1.2.B, L.1.2.D, L.1.2.E)</div>	<div><input type="checkbox"/> Shows command of language standards including:<ul style="list-style-type: none">▪ printing all upper- and lowercase letters;▪ proper capitalization;▪ use of commas in dates and to separate single words in a series;▪ using singular and plural nouns with matching verbs in basic sentences;▪ using possessive and indefinite pronouns;▪ using verbs to convey a sense of past, present, and future;▪ using frequently occurring adjectives; using frequently occurring conjunctions;▪ using end punctuation for sentences;▪ using conventional spelling for words with common spelling patterns and for frequently occurring irregular words; and spelling untaught words phonetically (L.1.1.A, L.1.2.A, L.1.2.C, L.1.1.B, L.1.1.C, L.1.1.D, L.1.1.E, L.1.1.F, L.1.1.G, L.1.2.B, L.1.2.D, L.1.2.E)</div>	<div><input type="checkbox"/> Shows command of language standards including:<ul style="list-style-type: none">▪ printing all upper- and lowercase letters;▪ proper capitalization;▪ using verbs to convey a sense of past, present, and future;▪ using end punctuation for sentences;▪ using conventional spelling for words with common spelling patterns and for frequently occurring irregular words; and spelling untaught words phonetically, drawing on phonemic awareness and spelling conventions (L.1.1.A, L.1.2.A, L.1.2.C, L.1.1.B, L.1.1.C, L.1.1.D, L.1.1.E, L.1.1.F, L.1.1.G, L.1.2.B, L.1.2.D, L.1.2.E)</div>	<div><input type="checkbox"/> Shows command of language standards including:<ul style="list-style-type: none">▪ putting a space between most words;▪ printing upper- and lowercase letters, capitalizing the first word in a sentence and the pronoun I;▪ using end punctuation;▪ writing a letter or letters for most consonant and short-vowel sounds;▪ spelling simple words phonetically, drawing on knowledge of sound-letter relationships (L.K.1.A, L.K.1.C, L.K.1.F, L.K.2.A, L.K.2.B, L.K.2.C, L.K.2.D)</div>			
	<div><input type="checkbox"/> Attempts of high-level conventions have errors that may interfere with meaning, but main points are intelligible to reader (L.1.1, L.1.2, L.1.3)</div>	<div><input type="checkbox"/> Some convention errors interfere with meaning (L.1.1, L.1.2, L.1.3)</div>	<div><input type="checkbox"/> Convention errors interfere with meaning and some main points are not intelligible to reader (L.1.1, L.1.2, L.1.3)</div>	<div><input type="checkbox"/> Convention errors significantly impede overall meaning and writing is difficult to follow (L.1.1, L.1.2, L.1.3)</div>			