

GRADE 1 – NARRATIVE 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"/> If prompt is text-based: demonstrates insight into text(s) by discussing key details (ns)	<input type="checkbox"/> Provides complete responses to all elements of the prompt (ns) <input type="checkbox"/> If prompt is text-based: demonstrates comprehension of 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"/> If prompt is text-based: demonstrates comprehension of a few elements of text(s) (ns)	<input type="checkbox"/> Does not respond to any elements of the prompt; off-topic (ns) <input type="checkbox"/> If prompt is text-based: demonstrates limited comprehension of text(s); addresses text(s) with errors (ns)
Organization	<input type="checkbox"/> Includes a clear beginning, middle, and end to develop an overall logical plot structure (W.2.3) <input type="checkbox"/> Recounts events with elaboration of details to reveal a clear problem and solution (W.2.3) <input type="checkbox"/> Uses a variety of different temporal or other transition words to signal event order (W.2.3) <input type="checkbox"/> Provides a complete sense of closure to the event(s) (W.2.3)	<input type="checkbox"/> Includes beginning, middle, and end where events are organized into a logical sequence (W.1.3) <input type="checkbox"/> Recounts events with details to reveal a problem and solution (W.1.3) <input type="checkbox"/> Uses temporal or other transition words to signal event order (W.1.3) <input type="checkbox"/> Provides general sense of closure to the event(s) (W.1.3)	<input type="checkbox"/> Includes a basic structure of beginning, middle, and end; however, the sequence may not be clear (W.1.3) <input type="checkbox"/> Recounts events to reveal an action sequence or situation (problem and solution) (W.1.3) <input type="checkbox"/> Uses only one temporal or other transition word to signal event order, or repeats the same temporal word frequently (W.1.3) <input type="checkbox"/> Attempts to provide closure but does so in a partial, abrupt, or unclear way (W.1.3)	<input type="checkbox"/> Attempts to include a basic structure of beginning and end; middle may be underdeveloped or missing (W.1.3) <input type="checkbox"/> Attempts to recount an event but action or situation is unclear (W.1.3) <input type="checkbox"/> Uses temporal words incorrectly (W.1.3) <input type="checkbox"/> Does not provide closure (W.1.3)

4 (Exceeds expectations)		3 (Meets expectations)		2 (Partially meets expectations)		1 (Does not yet meet expectations)	
Development and Support	<input type="checkbox"/> Uses specific, relevant details to describe characters’ thoughts, actions, and feelings, in addition to setting or major event(s) to strengthen the narrative (W.2.5)	<input type="checkbox"/> Uses details to describe character(s), and the setting or major event(s) to clarify the narrative (W.1.5)	<input type="checkbox"/> Uses details to describe character(s), setting, or major event(s) (W.1.5)	<input type="checkbox"/> Uses limited or no details to describe character(s), setting, or major event(s) (W.1.5)			
	<input type="checkbox"/> Recalls detailed information from experiences or gathers information from provided sources (W.2.8)	<input type="checkbox"/> Recalls information from experiences or provided sources (W.1.8)	<input type="checkbox"/> Recalls limited or unclear information from experiences or provided sources (W.1.8)	<input type="checkbox"/> Recalls irrelevant or incorrect information from experiences or provided sources (W.1.8)			
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 with 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; simple and compound sentences (L.2.1.F)	<input type="checkbox"/> Uses correctly formed simple and compound sentences (L.1.1.J)	<input type="checkbox"/> Uses correctly formed 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><div><input type="checkbox"/></div><div>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>	<div><div><input type="checkbox"/></div><div>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>	<div><div><input type="checkbox"/></div><div>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>	<div><div><input type="checkbox"/></div><div>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>I</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>	<div><div><input type="checkbox"/></div><div>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>	<div><div><input type="checkbox"/></div><div>Some conventions errors interfere with meaning (L.1.1, L.1.2, L.1.3)</div></div>	<div><div><input type="checkbox"/></div><div>Conventions errors interfere with meaning and some main points are not intelligible to the reader (L.1.1, L.1.2, L.1.3)</div></div>	<div><div><input type="checkbox"/></div><div>Conventions errors significantly impede overall meaning and writing is difficult to follow (L.1.1, L.1.2, L.1.3)</div></div>