

Opinion Writing Rubric Grade 1

Score of 4—Above Grade Level	Score of 3—At 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 introduces the topic or names the book being written about (2W1) skillfully states an opinion (2W1) uses linking words to connect opinion and reasons (2W1) provides a concluding statement or section (2W1) 	<p>The writing –</p> <ul style="list-style-type: none"> introduces the topic or names the book being written about (1W1) states an opinion (1W1) provides some sense of closure (1W1) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to introduce the topic or name the book being written about attempts to state an opinion attempts to provide some sense of closure 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to introduce the topic or name the book being written about makes little or no attempt to state an opinion makes little or no attempt to provide some sense of closure 	<p>Organization/Purpose</p> <p>2 x ____ = ____</p>
<p>The writing –</p> <ul style="list-style-type: none"> provides reasons that supports the opinion (2W1) skillfully uses information from experiences or provided sources, when appropriate (2W8) 	<p>The writing –</p> <ul style="list-style-type: none"> supplies a reason that supports the opinion (1W1) 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 provide a reason to support the opinion (but it may not be relevant) attempts to use information from experiences or provided source, when appropriate, with guidance and supports from adults 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to supply a reason to support the opinion makes little or no attempt to use information from experiences or provided sources, when appropriate, with guidance and support from adults 	<p>Evidence/Elaboration</p> <p>2 x ____ = ____</p>
<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 skillful command of grade-level appropriate standard English grammar, usage, and conventions has errors that interfere with understanding 	<p>Language/Conventions</p> <p>1 x ____ = ____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart on 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)

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.