

### 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"> <li>▪ Skillfully and appropriately sequences events (2W3)</li> <li>▪ skillfully uses temporal words to signal event order (2W3)</li> <li>▪ provides a sense of closure (2W3)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ appropriately sequences events (1W3)</li> <li>▪ uses temporal words to signal event order (1W3)</li> <li>▪ provides some sense of closure (1W3)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to appropriately sequence events</li> <li>▪ attempts to use temporal words to signal event order</li> <li>▪ attempts to provide some sense of closure</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to appropriately sequence events</li> <li>▪ makes little or no attempt use temporal words to signal event order</li> <li>▪ makes little or no attempt to provide some sense of closure</li> </ul>	<p>Organization/ Purpose 2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ recounts a well-elaborated event or short sequence of events (2W3)</li> <li>▪ includes details to describe actions, thoughts, and feelings (2W3)</li> <li>▪ uses information from experiences or provided resources, when appropriate (2W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ recounts two or more appropriately sequenced events (1W3)</li> <li>▪ includes some details regarding what happened (1W3)</li> <li>▪ uses information from experiences or provided sources, when appropriate, with guidance and support from adults (1W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to recount two or more appropriately sequenced events</li> <li>▪ attempts to include some details regarding what happened</li> <li>▪ attempts to use information from experiences or provided sources, when appropriate, with guidance and support from adults</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to recount two or more appropriately sequenced events</li> <li>▪ makes little or no attempt to include some details regarding what happened</li> <li>▪ makes little or no attempt to use information from experiences or provided sources, when appropriate, with guidance and support from adults</li> </ul>	<p>Evidence/Elaboration 2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>• demonstrates a command of grade- level appropriate standard English grammar, usage, and conventions (2L1-2)*</li> <li>• has errors that do not interfere with understanding (2L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>• demonstrates a command of grade- level appropriate standard English grammar, usage, and conventions (1L1-2)*</li> <li>• has errors that do not interfere with understanding (1L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>▪ has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage and conventions</li> <li>▪ has errors that interfere with understanding</li> </ul>	<p>Language/ Conventions 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 p. 2

## CONVENTIONS CHART GRADE 1

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>• Print all upper and lowercase letters (1L1a)</li> <li>• Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words (1L2d)</li> <li>• Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (1L2e)</li> <li>• Correctly spell words at grade level and below</li> </ul>	<p>Capitalize</p> <ul style="list-style-type: none"> <li>• Dates and names of people (1L2a)</li> </ul>	<ul style="list-style-type: none"> <li>• Use end punctuation for sentences (1L2b)</li> <li>• Use commas in dates and to separate single words in a series (1L2c)</li> </ul>	<p>Nouns:</p> <ul style="list-style-type: none"> <li>• Use common, proper, and possessive nouns (1L1b)</li> <li>• Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop) (1L1c)</li> </ul> <p>Verbs:</p> <ul style="list-style-type: none"> <li>• 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)</li> </ul> <p>Adjectives:</p> <ul style="list-style-type: none"> <li>• Use frequently occurring adjectives (1L1f)</li> </ul> <p>Pronouns:</p> <ul style="list-style-type: none"> <li>• Use personal, possessive, and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything). (1L1d)</li> </ul> <p>Determiners:</p> <ul style="list-style-type: none"> <li>• Use determiners (e.g., articles, demonstratives). (1L1h)</li> </ul> <p>Conjunctions:</p> <ul style="list-style-type: none"> <li>• Use frequently occurring conjunctions (e.g., and, so but, so, because) (1L1g)</li> </ul>	<ul style="list-style-type: none"> <li>• Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts (1L1j)</li> </ul>

\* 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.