

Semester ONE Rubric – GRADE 1

Writing

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Generates and organizes ideas before writing (PREWRITE)	<ul style="list-style-type: none"> Develops a plan for writing Generates own idea in writing Organizes own idea for writing 	<ul style="list-style-type: none"> Independently sketches an appropriate plan for writing Generates own idea in writing Organizes own idea for writing 	<ul style="list-style-type: none"> Needs teacher support to apply proficient skills 	<ul style="list-style-type: none"> Sketch fails to communicate message
Creates text from own ideas (DRAFT)	<ul style="list-style-type: none"> Uses sketches from prewrite to create meaningful text Begins to write with beginning, middle, and end 	<ul style="list-style-type: none"> Creates text from sketches Consistently matches text with pictures <p>With teacher support:</p> <ul style="list-style-type: none"> Rereads while writing to remember ideas 	<ul style="list-style-type: none"> Needs teacher support to move from sketch to writing Text and picture inconsistently match <p>With teacher prompting:</p> <ul style="list-style-type: none"> Rereads using one to one matching and understands pictures/writing 	<ul style="list-style-type: none"> Labels pictures Writing has not developed into a sentence With intensive teacher support, student struggles to reread to generate text
Rereads own writing to self and others to make improvements (GUIDED CONFERENCE / RESPOND / REVISE)	<p>Independently demonstrates all proficient skills and:</p> <ul style="list-style-type: none"> Automatically rereads every piece of writing Shares writing with a sense of purpose with teacher and/or peers Understands and applies feedback from teacher and/or peers 	<ul style="list-style-type: none"> Rereads to make sure writing is meaningful Shares writing with teacher As applicable – applies feedback from teacher 	<ul style="list-style-type: none"> Relies on teacher to reread Relies on teacher to share writing 	<ul style="list-style-type: none"> Requires intensive teacher help to reread Requires intensive teacher help to share writing

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Edits writing (spacing, punctuation, capitalization, no excuse words) (EDIT)	<p>Independently demonstrates all proficient skills and:</p> <ul style="list-style-type: none"> Capitalizes the first word of multiple sentences and proper nouns (days, months, people's names) Uses punctuation at the end of most sentences Rereads to locate errors and edits errors 	<p>With teacher prompting:</p> <ul style="list-style-type: none"> Uses spaces between words Capitalizes first word of the first sentence, people's names and the word "I" Writes no excuse words (with use of word wall and purple word dictionary) Uses punctuation at the end of most sentences 	<p>With teacher support:</p> <ul style="list-style-type: none"> Inconsistently applies proficient skills 	<p>With intensive teacher support:</p> <ul style="list-style-type: none"> Demonstrates little or no understanding of proficient skills
Uses legible handwriting in daily work (PUBLISH)	<ul style="list-style-type: none"> Consistently writes letters correctly (with the exception of letters b/d/p/q) Writes correctly on lined paper (letter proportion) Handwriting is usually neat and easy to read 	<ul style="list-style-type: none"> Independently writes letters correctly with some reversals Begins to place letters on lines Appropriately uses lowercase letters in writing most of the time 	<ul style="list-style-type: none"> <u>Teacher prompting</u> and/or visual aides may be needed to write letters correctly Writes with some inefficient letter formation Needs visual aide to place letters on a line 	<ul style="list-style-type: none"> <u>Intensive teacher support needed</u> to form letters Writing can not be read by self and others