

Semester TWO 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"> Generates ideas relevant to topic Identifies intended audience 	<ul style="list-style-type: none"> Develops an appropriate plan for writing (sketches, story web, story map) Generates and writes a simple personal narrative and/or simple fictional story independently or with prompting Independently chooses topic and appropriate paper 	<ul style="list-style-type: none"> Plan for writing is partially developed Needs some clarification of ideas in writing Requires some teacher support to organize ideas Chooses topic and paper Requires prompting to write in grade level genre 	<p>With intensive teacher support</p> <ul style="list-style-type: none"> Plans and organizes ideas for writing
Creates text from own ideas (DRAFT)	<p>Independently demonstrates all proficient drafting skills and</p> <ul style="list-style-type: none"> Creates text using a variety of graphic organizer (story web, story map) Retains ideas while writing Requires infrequent reread to sustain writing fluency 	<ul style="list-style-type: none"> Uses sketches from prewrite to create meaningful text Develops writing with beginning, middle, and end Uses phonics, word chunks, and word endings (s, ed, ing) to write unfamiliar words Writes in grade level genre when prompted 	<ul style="list-style-type: none"> Writing only partially reflects prewrite ideas Story has beginning, but middle or end are partially developed Needs teacher prompt to reread while writing or stopping to write/spell words 	<ul style="list-style-type: none"> Writing lacks sequential order Student is at an auditory level <p>With intensive teacher support</p> <ul style="list-style-type: none"> Begins to use prewrite activities (moves from sketch to text) Rereads in order to remember ideas

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Rereads own writing to self and others to make improvements (GUIDED CONFERENCE / RESPOND / REVISE)	3 rd Quarter			
	With teacher prompting: <ul style="list-style-type: none"> Adds a more complex idea after feedback: (details, events, descriptions, important people/characters) Rereads to make sure writing is meaningful 	With teacher prompt: <ul style="list-style-type: none"> Rereads to make sure writing is meaningful With teacher support: <ul style="list-style-type: none"> Adds a single idea or word Adds to illustrations (labels and/or details) 	<ul style="list-style-type: none"> Even with teacher prompt, Inconsistently rereads to make sure writing is meaningful With intensive teacher support: <ul style="list-style-type: none"> Adds a single idea or word 	<ul style="list-style-type: none"> Does not reread writing Demonstrates little or no understanding of the concept of revision
	4 th Quarter			
	<p>Independently demonstrates all proficient conferencing and revising skills and</p> <ul style="list-style-type: none"> Considers, evaluates, and applies feedback Shares with home, school or community Independently rereads while writing to remember ideas Independently rereads stopping to write/spell words Revises above grade level expectations 	<ul style="list-style-type: none"> Rereads to make sure writing is meaningful Conferences with <u>teachers or others</u> about writing Rereads to locate errors (spacing, end marks, capitalization, and no excuse words) With teacher support: <p>Adds or subtracts after feedback: (details, events, descriptions, important people/characters)</p>	With teacher support <ul style="list-style-type: none"> Reluctant to share Inconsistently rereads writing Adds to writing after feedback <u>Needs teacher help</u> to subtract after feedback 	With intensive teacher support <ul style="list-style-type: none"> Demonstrates little or no understanding of purpose of sharing for feedback or revising Does not reread writing Demonstrates little or no understanding of proficient skills and/or <u>Requires intensive teacher help</u>

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Edits writing (spacing, punctuation, capitalization, and no excuse words) (EDIT)	<ul style="list-style-type: none"> Independently applies all proficient skills Capitalizes the first word in all sentences and proper nouns (days, months, people's names, and holidays, states, cities, continents and oceans) 	Independently <ul style="list-style-type: none"> Edits errors (spacing, end marks, capitalization, and no excuse words) Capitalizes the first word of multiple sentences and proper nouns (days, months, people's names) Uses punctuation at the end of most sentences 	With teacher prompting <ul style="list-style-type: none"> Rereads and recognizes some errors and/or makes some corrections Uses classroom resources to spell no excuse words correctly (word wall and purple word dictionary) 	With intensive teacher support <ul style="list-style-type: none"> Locates and corrects errors
Uses legible handwriting (PUBLISH)	<ul style="list-style-type: none"> Handwriting is consistently neat and easy to read Writes all letters correctly Writes on a variety of lined paper 	<ul style="list-style-type: none"> Handwriting is usually neat and easy to read Writes correctly on lined paper (letter proportion) Consistently uses lowercase letters in writing Consistently writes letters correctly (with the exception of letters b/d/p/q) 	<ul style="list-style-type: none"> Handwriting distracts the reader (difficult to read and meaning may be lost) Appropriately uses lowercase letters in writing most of the time 	<ul style="list-style-type: none"> Inaccurate and/or inefficient letter formation Writing can not be read by others