

English Grade 1 Personal Narrative Rubric

December 2015–February 2016

Rater Instructions: After reading the student’s composition, consider the following three main categories. Assess the student’s writing based on the indicators in each category. The holistic rating should reflect where the most indicators are observed, i.e. *Below Standard [1]*, *Approaching Standard [2]*, *Meets Standard [3]*, *Exceeds Standard [4]*.

Grade 1				
	Score Point 1 Below Standard	Score Point 2 Approaching Standard	Score Point 3 Meets Standard	Score Point 4 Exceeds Standard
<p>Development of Ideas</p> <p>(17) <i>Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</i></p> <p>(B) <i>develop drafts by sequencing ideas through writing sentences.</i></p>	<p>Many statements are unrelated to the prompt.</p> <p>These statements do not contribute to the writer’s portrayal of the experience.</p>	<p>Some of the statements are related to the prompt.</p> <p>These statements contribute marginally to the writer’s portrayal of the experience.</p>	<p>Most statements are related to the prompt.</p> <p>For the most part, these statements contribute to the writer’s portrayal of the experience.</p>	<p>All statements are related to the prompt and offer simple relevant details.</p> <p>These statements contribute significantly to the writer’s portrayal of the experience.</p>
<p>Organization</p> <p>(18) <i>Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</i></p> <p>(A) <i>write brief stories that include a beginning, middle, and end.</i></p>	<p>Writing does not tell a story; beginning and/or end are absent or not related to the prompt.</p> <p>The writer is not able to convey a sense of the experience.</p>	<p>Writing tells a story; beginning and end are evident and somewhat related to the prompt.</p> <p>The writer is able to convey some sense of the experience.</p>	<p>Writing tells a story; beginning, middle, and end are present and related to the prompt.</p> <p>The writer is able to clearly convey the experience.</p>	<p>Writing tells a story; beginning, middle, and end are clearly present and directly related to the prompt.</p> <p>The writer is able to skillfully convey the experience.</p>
<p>Use of Conventions and Language</p> <p>(20) <i>Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:</i></p> <p>(A) <i>understand and use the following parts of speech in the context of reading, writing, and speaking:</i></p> <p>(vii) <i>time-order transition words;</i></p> <p>(21) <i>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</i></p> <p>(A) <i>form upper- and lower-case letters legibly in text, using the basic conventions of print (left-to-right and top-to-bottom progression), including spacing between words and sentences.</i></p> <p>(B) <i>recognize and use basic capitalization for:</i></p> <p>(i) <i>the beginning of sentences;</i></p> <p>(ii) <i>the pronoun “I”;</i></p> <p>(iii) <i>names of people;</i></p> <p>(C) <i>recognize and use punctuation marks at the end of declarative, exclamatory, and interrogative sentences.</i></p> <p>(22) <i>Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</i></p> <p>(B) <i>use letter-sound patterns to spell:</i></p> <p>(i) <i>consonant-vowel-consonant (CVC) words;</i></p> <p>(iii) <i>one-syllable words with consonant blends (e.g., “drop”);</i></p> <p>(C) <i>spell high-frequency words from a commonly used list.</i></p>	<ul style="list-style-type: none"> No time-order transitions are present. Some letters are illegible and random in placement. Spacing of words is mostly incorrect. Does not use capitalization to begin sentences, for the pronoun “I”, or for names of people. No punctuation used. Little or no evidence of spelling; uses strings of random letters. 	<ul style="list-style-type: none"> Few time-order transitions are present. Letters include few discrepancies in shape; letters are easily identifiable. Some words, sentences and/or paragraphs have proper spacing. Some use of capitalization to begin sentences, for the pronoun “I”, and for names of people. Some punctuation is used appropriately. Some use of letter-sound patterns to spell; spells some high-frequency words correctly. 	<ul style="list-style-type: none"> Some time-order transitions are present. Handwriting is mostly legible. Most words, sentences, and paragraphs have proper spacing. Most of the time uses capitalization to begin sentences, for the pronoun “I”, and for names of people. Punctuation is used appropriately in most sentences. Spelling is accurate for most grade level words; spells most high-frequency words correctly. 	<ul style="list-style-type: none"> Consistently uses time-order transitions. Handwriting is legible and easy to read. All words, sentences and paragraphs have proper spacing. Consistently uses capitalization to begin sentences, for the pronoun “I”, and for names of people. Punctuation is consistently used appropriately in sentences. Consistently spells grade level and high-frequency words correctly.