

First Grade Informative/Explanatory Scoring Rubric

	4 (Exceeds Grade Level)	3 (Meets)	2 (Nearly Meets)	1 (Does Not Meet)
Purpose/ Information CCSS*: ➤ W – 2	<ul style="list-style-type: none"> • Responds skillfully with all statements related to the prompt • Demonstrates a strong understanding of topic/text 	<ul style="list-style-type: none"> • Responds with all statements related to the prompt • Demonstrates an understanding of the topic/text 	<ul style="list-style-type: none"> • Responds with most statements related to the prompt • Demonstrates limited understanding of the topic/text 	<ul style="list-style-type: none"> • Responds with little or no statements related to the prompt • Demonstrates little or no understanding of the topic/text
Organization CCSS: ➤ W – 2	<ul style="list-style-type: none"> • Organizes ideas and information into paragraph structure using a clear topic sentence, facts and definitions, and concluding sentence • Uses linking words to connect ideas 	<ul style="list-style-type: none"> • Organizes ideas and information into paragraph structure using a clear topic sentence, facts, and a sense of closure 	<ul style="list-style-type: none"> • Organizes ideas and information in an incomplete paragraph structure (e.g., missing sense of closure) 	<ul style="list-style-type: none"> • Organizes with no evidence of paragraph structure
Evidence / Support CCSS: ➤ W – 2	<ul style="list-style-type: none"> • Develops the topic skillfully with facts and definitions 	<ul style="list-style-type: none"> • Develops the topic with facts 	<ul style="list-style-type: none"> • Develops the topic with limited facts 	<ul style="list-style-type: none"> • Uses few to no facts
Language/ Conventions CCSS: ➤ L – 1b, c, and j ➤ L – 2 a-e	<ul style="list-style-type: none"> • Uses common, proper, possessive, and collective nouns correctly • Uses verb tenses and plural nouns correctly, including irregular forms • Produces, expands, and rearranges simple and compound sentences • Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly all the time • Applies conventional spelling for words with common spelling patterns and irregular sight words • Spells with learned spelling patterns with untaught words 	<ul style="list-style-type: none"> • Uses common, proper, and possessive nouns correctly • Uses singular and plural nouns with correctly matching verbs • Produces correct simple and compound sentences • Capitalizes correctly and consistently with a minor error: first word in a sentence, “I,” proper nouns, and titles • Uses commas in a series and with a conjunction correctly; uses end punctuation correctly • Applies conventional spelling for words with common spelling patterns and frequently occurring irregular words • Spells untaught words phonetically 	<ul style="list-style-type: none"> • Uses some common, proper, and possessive nouns correctly • Uses some singular and plural nouns with correctly matching verbs • Produces mostly correct simple and compound sentences • Capitalizes correctly and consistently with some errors: first word in a sentence, “I,” proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly some of the time • Applies conventional spelling for most consonant and short-vowel sounds • Spells simple words phonetically 	<ul style="list-style-type: none"> • Uses few common, proper, and possessive nouns correctly • Uses few singular and plural nouns with correctly matching verbs • Produces mostly incorrect simple and compound sentences • Capitalizes incorrectly with many errors • Uses commas, apostrophes, and end punctuation incorrectly or not at all • Applies little to no sound/ spelling correspondence of consonants and short vowels • Spells few to no simple words phonetically

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT”=Reading – Informational Text; “L”= Language strand)

Adapted from the Elk Grove Unified School District.

First Grade Informative/Explanatory Writing

CCR Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

SBAC Rubric Level 3 (Meets*)

The response provides adequate support/evidence for the opinion and supporting idea(s) that includes the use of sources, facts, and details. The response adequately expresses ideas, employing a mix of precise with more general language:

- Controlling or main idea of the topic is clear and the focus is mostly maintained for the purpose, audience, and task.
- Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas.
- Adequate introduction and conclusion.
- Adequate progression of ideas from beginning to end; adequate connections between and among ideas.
- Adequate evidence (facts and details) from sources is integrated and relevant, yet may be general.
- Adequate use of some elaborative techniques (may include the use of personal experiences that support the controlling/main idea).
- Vocabulary is generally appropriate for the audience and purpose.
- Generally appropriate style is evident.
- Adequate use of citations or attribution to source material. (Noted in grade level scoring guide for 3-5)
- Adequate use of correct sentence formation punctuation grammar usage and spelling.**

Grade Level Standards

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

**See grade level convention standards in the language section of the CCSS- (Language CCR AS 1)

What to Look for in Student Writing (Adapted from Lucy Calkins)

The writer...

informed her readers about a topic.

named her topic in the beginning and got the readers' attention.

wrote an ending.

told about her topic part by part.

used facts to teach about his topic.

used labels and words to give facts.

used conventional spelling for most consonant and short vowel sounds.

spelled untaught words phonetically.

ended sentences with punctuation.

used a capital letter for names.

used commas in dates and lists.

*Smarter Balanced Rubric 4-Point Narrative: Score of three or "Effective"

First Grade Narrative Scoring Rubric

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Purpose/ Setting CCSS*: ➤ W – 3	<ul style="list-style-type: none"> Establishes a well-elaborated recounting of two or more appropriately sequenced events 	<ul style="list-style-type: none"> Recounts two or more appropriately sequenced events 	<ul style="list-style-type: none"> Attempts to recount two appropriately sequenced events Missing information creates confusion 	<ul style="list-style-type: none"> Fails to recount two sequenced events Events are irrelevant or not related
Organization/ Plot CCSS: ➤ W – 3	<ul style="list-style-type: none"> Uses temporal words and phrases to signal event order Provides clear closure 	<ul style="list-style-type: none"> Uses temporal words to signal event order Provide a sense of closure 	<ul style="list-style-type: none"> Limited use of temporal words to signal event order Attempts to provide closure 	<ul style="list-style-type: none"> No use of temporal words or only uses temporal words without events Does not provide closure
Elaboration/ Narrative Techniques CCSS: ➤ W - 3	<ul style="list-style-type: none"> Includes vivid details that describe what happened 	<ul style="list-style-type: none"> Includes details that describes what happened 	<ul style="list-style-type: none"> Includes few or irrelevant details to describe what happened 	<ul style="list-style-type: none"> Insufficient or no details
Language/ Conventions CCSS: ➤ L – 1b, c, and j ➤ L – 2 a-e	<ul style="list-style-type: none"> Uses common, proper, possessive, and collective nouns correctly Uses verb tenses and plural nouns correctly, including irregular forms Produces, expands, and rearranges simple and compound sentences Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” proper nouns, and titles Uses commas, apostrophes, and end punctuation correctly all the time Applies conventional spelling for words with common spelling patterns and irregular sight words Spells with learned spelling patterns with untaught words 	<ul style="list-style-type: none"> Uses some common, proper, and possessive nouns correctly Uses singular and plural nouns with correctly matching verbs Produces correct simple and compound sentences Capitalizes correctly and consistently with a minor error: first word in a sentence, “I,” proper nouns, and titles Uses commas in a series and with a conjunction correctly; uses end punctuation correctly Applies conventional spelling for words with common spelling patterns and frequently occurring irregular words Spells untaught words phonetically 	<ul style="list-style-type: none"> Uses few common, proper, and possessive nouns correctly Uses some singular and plural nouns with correctly matching verbs Produces mostly correct simple and compound sentences Capitalizes correctly and consistently with some errors: first word in a sentence, “I,” proper nouns, and titles Uses commas, apostrophes, and end punctuation correctly some of the time Applies conventional spelling for most consonant and short-vowel sounds Spells simple words phonetically 	<ul style="list-style-type: none"> Does not use common, proper, and possessive nouns correctly Does not use singular and plural nouns with correctly matching verbs Produces mostly incorrect simple and compound sentences Capitalizes incorrectly with many errors Uses commas, apostrophes, and end punctuation incorrectly or not at all Applies little to no sound/ spelling correspondence of consonants and short vowels Spells little to no simple words phonetically

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT”=Reading – Informational Text; “L”= Language strand)

Adapted from the Elk Grove Unified School District.

First Grade Narrative Writing

CCR Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

What the *Rubric Says

The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained.

- An evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected.
- Adequately maintains a setting, develops narrator/characters.
- Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas.
- Adequate sequence of events from beginning to end.
- Adequate opening and closure for audience and purpose.
- Experiences, characters, setting, and events are adequately developed.
- Connections to source materials may contribute to the narrative.
- Adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience.
- Adequate use of sensory, concrete, and figurative language that generally advances the purpose.
- Generally appropriate style is evident.
- Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.**

What the Grade Level Standards Say

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**See grade level convention standards in the language section of the CCSS- (Language CCR AS 1)

What to Look for in Student Writing

The writer...

wrote about when she did something.

wrote a beginning for his story.

used connecting words (e.g., and, then, so).

found a way to end his story.

added details in pictures and words.

used labels and words to give details.

used conventional spelling for most consonant and short vowel sounds.

spelled untaught words phonetically.

ended sentences with punctuation.

used a capital letter for names.

used commas in dates and lists.

First Grade Opinion Scoring Rubric

	4 (Exceeds Grade Level)	3 (Meets)	2 (Nearly Meets)	1 (Does Not Meet)
Purpose/ Opinion CCSS*: ➤ W – 1	<ul style="list-style-type: none"> • Responds skillfully with all statements related to the prompt • States an opinion that demonstrates an insightful understanding of topic/text 	<ul style="list-style-type: none"> • Responds with all statements related to the prompt • States an opinion that demonstrates an understanding of the topic/text 	<ul style="list-style-type: none"> • Responds with most statements related to the prompt • States an opinion that demonstrates limited understanding of the topic/text 	<ul style="list-style-type: none"> • Responds with little or no statements related to the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization CCSS: ➤ W – 1	<ul style="list-style-type: none"> • Introduces the topic and states a strong opinion • Supplies multiple reasons to support the opinion • Provides a concluding statement • Uses linking word(s) to connect opinion and reasons 	<ul style="list-style-type: none"> • Introduces the topic and states a clear opinion • Supplies a reason to support the opinion • Provides some sense of closure 	<ul style="list-style-type: none"> • Introduces the topic and states an unclear opinion • Supplies a reason that does not support the opinion • Attempts some sense of closure 	<ul style="list-style-type: none"> • Does not introduce the topic and/or opinion is missing • Does not supply a reason • Does not provide a sense of closure
Evidence / Support CCSS: ➤ W – 1	<ul style="list-style-type: none"> • Supports opinion(s) with two or more relevant facts and details 	<ul style="list-style-type: none"> • Supports opinion with a relevant reason 	<ul style="list-style-type: none"> • Supports opinion with minimal and/or irrelevant reasons 	<ul style="list-style-type: none"> • Does not support opinion
Language/ Conventions CCSS: ➤ L – 1c, j ➤ L – 2 a-e	<ul style="list-style-type: none"> • Uses verb tenses and plural nouns correctly, including irregular forms • Produces, expands, and rearranges simple and compound sentences • Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly all the time • Applies conventional sound/ spelling for words with common spelling patterns and irregular sight words 	<ul style="list-style-type: none"> • Uses singular and plural nouns with correctly matching verbs • Produces correct simple and compound sentences • Capitalizes correctly and consistently with a minor error: first word in a sentence, “I,” proper nouns, and titles • Uses commas in a series and with a conjunction correctly; uses apostrophes and end punctuation correctly • Applies conventional sound/ spelling for words with common spelling patterns and frequently occurring irregular words 	<ul style="list-style-type: none"> • Uses some singular and plural nouns with correctly matching verbs • Produces mostly correct simple and/or compound sentences • Capitalizes correctly and consistently with some errors: first word in a sentence, “I,” proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly some of the time • Applies conventional sound/spelling for most consonant and short-vowel sounds 	<ul style="list-style-type: none"> • Uses few singular and plural nouns with correctly matching verbs • Produces mostly incorrect simple and/or compound sentences • Capitalizes incorrectly with many errors • Uses commas, apostrophes, and end punctuation incorrectly or not at all • Applies little to no sound/ spelling correspondence of consonants and short vowels

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First Grade Opinion Writing

CCR Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

SBAC Rubric Level 3 (Meets*)

The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:

- Opinion is clear, and the focus is mostly maintained for the purpose, audience, and task.
- Adequate use of transitional strategies with some variety to clarify relationships between and among ideas.
- Adequate introduction and conclusion.
- Adequate progression of ideas from beginning to end; adequate connections between and among ideas.
- Adequate evidence from sources is integrated; some references may be general.
- Adequate use of some elaborative techniques (may include the use of personal experiences that support the opinion).
- Vocabulary is generally appropriate for the audience and purpose.
- Generally appropriate style is evident.
- Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.**

Grade Level Standards

Write opinion piece in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

**See grade level convention standards in the language section of the CCSS- (Language CCR AS 1)

What to Look for in Student Writing (Adapted from Lucy Calkins)

The writer...

stated her opinion and gave a reason(s) why.

wrote a beginning in which he got readers' attention.

used connecting words (e.g., such as, and, because).

wrote an ending.

used labels and words to give details.

used conventional spelling for most consonant and short vowel sounds.

spelled untaught words phonetically.

ended sentences with punctuation.

used a capital letter for names.

used commas in dates and lists.

*Smarter Balanced Rubric 4-Point Narrative: Score of three or "Effective"