

Semester ONE Rubric – GRADE 1

**Writing**

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

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Revises own writing to make improvements (REVISE)	(Taught but <b>Not Assessed</b> formally semester one)	(Taught but <b>Not Assessed</b> formally semester one)	(Taught but <b>Not Assessed</b> formally semester one)	(Taught but <b>Not Assessed</b> formally semester one)
Edits writing for conventions (spacing, end marks, capitalization, no excuse words) (EDIT)	Independently demonstrates all proficient skills and: <ul style="list-style-type: none"> <li>• Capitalizes the first word of multiple sentences and proper nouns (days, months, people’s names)</li> <li>• Uses punctuation at the end of most sentences</li> <li>• Rereads to locate errors an edits errors</li> </ul>	<b>With teacher prompting:</b> <ul style="list-style-type: none"> <li>• Uses spaces between words</li> <li>▪ Capitalizes first word of the first sentence, people’s names and the word “I”</li> <li>▪ Writes no excuse words (with use of word wall and purple word dictionary)</li> <li>▪ Uses punctuation at the of most sentences</li> </ul>	<b>With teacher support:</b> <ul style="list-style-type: none"> <li>▪ Inconsistently applies proficient skills</li> </ul>	<b>With intensive teacher support:</b> <ul style="list-style-type: none"> <li>▪ Demonstrates little or no understanding of proficient skills</li> </ul>
Spells no excuse words correctly in everyday writing (DRAFT & EDIT)	<ul style="list-style-type: none"> <li>▪ Spells no excuse words in writing most of the time</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses word wall to spell no excuse words</li> </ul>	<b>Needs teacher prompting to:</b> <ul style="list-style-type: none"> <li>▪ Uses word wall to spell no excuse words</li> </ul>	<ul style="list-style-type: none"> <li>▪ Has little or no understanding of how to locate words on a word wall</li> </ul>

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Uses legible handwriting (PUBLISH)	<ul style="list-style-type: none"> <li>▪ Consistently writes letters correctly (with the exception of letters b/d/p/q)</li> <li>▪ Writes correctly on lined paper (letter proportion)</li> <li>▪ Handwriting is usually neat and easy to read</li> </ul>	<ul style="list-style-type: none"> <li>▪ Independently writes letters correctly with some reversals</li> <li>▪ Begins to place letters on lines</li> <li>▪ Appropriately uses lowercase letters in writing most of the time</li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>Teacher prompting</u> and/or visual aides may be needed to write letters correctly</li> <li>▪ Writes with some inefficient letter formation</li> <li>▪ Needs visual aide to place letters on a line</li> </ul>	<ul style="list-style-type: none"> <li>▪ <u>Intensive teacher support needed</u> to form letters</li> <li>▪ Writing can not be read by self and others</li> </ul>
Writes for a variety of purposes and audience in different genres (GENRE)	(Not assessed semester one)	(Not assessed semester one)	(Not assessed semester one)	(Not assessed semester one)
Uses time effectively during Writer’s Workshop	<ul style="list-style-type: none"> <li>▪ Independently uses time effectively</li> <li>▪ Transitions within the Writer’s Workshop routine</li> <li>▪ Begins to understand that writing is a process</li> </ul>	<ul style="list-style-type: none"> <li>▪ Uses time as <u>modeled by teacher</u></li> <li>▪ Understands part of the Writer’s Workshop routine (begins new piece when student feels writing is completed)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Understands part of the Writer’s Workshop routine (begins new piece when student feels writing is completed) with teacher prompt</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates little or no understanding of time</li> </ul>