

Semester TWO Rubric – GRADE 1

Writing

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Generates and organizes ideas for 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 	<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 	<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 Independently rereads while writing to remember ideas Independently rereads stopping to write/spell words Uses phonics, word chunks, and word endings (s, ed, ing) to write unfamiliar words 	<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
Conferences about writing to make improvements (CONFERENCE / RESPOND)	<p>Independently demonstrates all proficient conferencing skills and</p> <ul style="list-style-type: none"> Considers, evaluates, and applies feedback Shares with home, school or community 	<ul style="list-style-type: none"> Conferences with <u>teachers and/or peers</u> about writing Applies feedback from <u>teacher and/or peers</u> to writing 	<p>With teacher support</p> <ul style="list-style-type: none"> Reluctant to share Inconsistently applies teacher feedback for revision 	<p>With intensive teacher support</p> <ul style="list-style-type: none"> Demonstrates little or no understanding of purpose of sharing for feedback

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Revises own writing to make improvements (REVISE)	3rd Quarter			
	<p>With teacher prompting:</p> <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 	<p>With teacher support:</p> <ul style="list-style-type: none"> ▪ Adds a single idea or word ▪ Adds to illustrations (labels and/or details) 	<p>With intensive teacher support:</p> <ul style="list-style-type: none"> ▪ Adds a single idea or word 	<ul style="list-style-type: none"> ▪ Demonstrates little or no understanding of the concept of revision
	4th Quarter			
	<p>Independently applies all proficient skills and</p> <ul style="list-style-type: none"> ▪ With teacher prompt applies proficient skills 	<p>With teacher support:</p> <ul style="list-style-type: none"> ▪ Adds or subtracts after feedback: (details, events, descriptions, important people/characters) ▪ Rereads to make sure writing is meaningful 	<ul style="list-style-type: none"> ▪ Adds to writing after feedback ▪ <u>Needs teacher help</u> to subtract after feedback 	<ul style="list-style-type: none"> ▪ Demonstrates little or no understanding of proficient skills and/or ▪ <u>Requires intensive teacher help</u>

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<p>Edits writing for conventions (spacing, end marks, capitalization, and no excuse words) (EDIT)</p>	<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) 	<p>Independently</p> <ul style="list-style-type: none"> ▪ Rereads to locate errors (spacing, end marks, capitalization, and no excuse words) ▪ 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 	<p>With teacher prompting</p> <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) 	<p>With intensive teacher support</p> <ul style="list-style-type: none"> ▪ Locates and corrects errors
<p>Spells no excuse words correctly in everyday writing (DRAFT & EDIT)</p>	<ul style="list-style-type: none"> ▪ Independently uses classroom resources(word wall, no excuse poster, purple word dictionary, personal offices etc…) to locate and spell high frequency words (they, saw, very, your, when, what, have) 	<ul style="list-style-type: none"> ▪ Spells no excuse words correctly in everyday writing all of the time 	<p>With teacher prompting</p> <ul style="list-style-type: none"> ▪ Relies on visual aides to spell no excuse words 	<ul style="list-style-type: none"> ▪ Uses letters and sounds (phonics) to write words correctly

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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
Writes for a variety of purposes and audiences in different genres (GENRE)	<ul style="list-style-type: none"> ▪ Independently demonstrates all proficient skills and ▪ Exceeds grade level expectations for focus genre ▪ Begins to experiment with other genres ▪ Audience includes home, school and community 	<p>With teacher support</p> <ul style="list-style-type: none"> ▪ Writes for a specific audience ▪ Independently chooses topic and appropriate paper ▪ Writes in grade level genre when prompted 	<p>With teacher support</p> <ul style="list-style-type: none"> ▪ Writes to only predictable audience ▪ Chooses topic and paper ▪ Requires prompting to write in grade level genre 	<ul style="list-style-type: none"> ▪ Demonstrates little or no understanding of concept of audience and/or purpose for writing
Uses time effectively during Writer’s Workshop	<ul style="list-style-type: none"> ▪ Assumes responsibility for following Writer’s Workshop routine ▪ Understands that writing is a process 	<ul style="list-style-type: none"> ▪ Follows Writer’s Workshop routines ▪ Transitions within the Writer’s Workshop routine ▪ Begins to understand that writing is a process 	<p>With teacher support</p> <ul style="list-style-type: none"> ▪ follows Writer’s Workshop routines ▪ Transitions maybe difficult ▪ May not understand that writing is a process 	<p>Needs intensive teacher support</p> <ul style="list-style-type: none"> ▪ To function within a Writer’s Workshop ▪ To understand that writing is a process