



1st Grade Writing

Purpose

The rubrics help teachers and students authentically monitor growth and progress toward end-of-the-year learning standards. They support district consistency across classrooms and grading practices. The rubrics provide a broad lens to the intricate and multifaceted learning that takes place throughout the school year. Additional ongoing assessments are utilized to provide detailed data regarding student progress.

1st Grade Writing

Statement	Exceeds	Secure	Developing	Beginning
Revises to strengthen writing	Independently revises to improve writing	Independently revises to strengthen writing following teacher instruction(Ex. Incorporating senses, leads, facts and details)	Relies on guided questions provided by teacher to revise writing (For example: lists of questions, checklists, posters, etc.)	Relies heavily on teacher-developed and guided revising tools (For example: lists of questions, checklists, posters, etc.) to revise a teacher-selected portion of writing
Edits for grade level conventions	Independently edits to improve writing	Independently edits to improve writing following teacher instruction (Ex. Capitalization, I, beginning sentences, and proper nouns)	Relies on teacher-developed editing tools (for example: list of questions, checklists, posters, etc.) to edit writing	Relies heavily on teacher-developed and guided editing tools (for example: list of questions, checklists, posters, etc.) to edit a teacher-selected portion of writing
Uses a variety of tools to publish writing	Uses multiple digital tools when publishing writing (Ex. paper, powerpoint, model, etc.)	Independently uses a variety of digital tools to publish a writing (Ex. Paper, model, PowerPoint, etc.)	Uses a variety of digital tools when presented with a variety of options (Ex. Poster, choice board, teacher recommendation, etc.) when publishing a piece of writing	Uses teacher -selected digital tool(s) to publish a piece writing
Writes to inform	Using informative and explanatory texts name a topic, gather information from a variety of sources, supply facts about the topic, and provide a conclusion	Using informative and explanatory texts name a topic, gather information from a variety of sources, supply facts about the topic, and provide a sense of closure	Using informative and explanatory texts name a topic, gather teacher-specified information from a few sources, supply facts about the topic and provide a sense of closure	Using informative and explanatory texts name a topic, gather teacher-specified information from a resource with teacher guidance, and supply facts about the topic

Develops narrative writing using characters, setting, and events	Write narratives in which they establish an opening thought, recount multiple appropriately sequenced events, include many details regarding what happened, use temporal words to signal event order (Ex. then, when, next) and provide a conclusion	Write narratives in which they recount two or more appropriately sequenced events, include details regarding what happened, use temporal words to signal event order (Ex. then, when, next) and provide some sense of closure	Write narratives in which they recount two appropriately sequenced events, include some connected details regarding what happened, use temporal words to signal event order (Ex. then, when, next) and provide some sense of closure	Write narratives with a teacher guided topic in which they recount an event, include some unconnected details regarding what happened, use few temporal words to signal event order (Ex. then, when, next)
Writes opinion pieces with supporting reasons on topics or texts.	Writes opinion pieces in which they introduce the topic or name the book they are writing about, states an opinion, supplies multiple reasons or facts for the opinion, and provides a conclusion	Writes opinion pieces in which they introduce the topic or name the book they are writing about, states an opinion, supplies a reason for the opinion, and provides a sense of closure	Writes opinion pieces in which they introduce the topic or name the book they are writing about, states an opinion, supplies an unclear reason for opinion, and provides some sense of closure	Writes opinion pieces on a teacher - directed topic or book, introduce the topic or name the book they are writing about, and state an unconnected reason and opinion

The asterisk () denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*