

First Grade Writing Rubric

Student Name _____

IDEAS & CONTENT: 5 4 3 2 1

5- Exemplary

- Creates a clear, detailed message through words
- Uses multiple sentences to convey details and enrich ideas
- Uses unique/rich details to enhance meaning

4-Advanced

- Creates clear message through words
- Uses multiple sentences to add details
- Uses multiple descriptive words to create images or add clarity/detail

3-Proficient

- Creates basic message through words
- Uses simple sentences
- Uses "ordinary" words to convey message.

2- Developing

- Creates message through pictures, supported by some words or labels
- Uses drawings to add/show detail
- Uses some recognizable words to convey message

1- Basic

- Creates unclear message through pictures
- Uses drawing with little attention to detail
- Uses random letters or scribbles

ORGANIZATION: 5 4 3 2 1

5- Exemplary

- Uses elaborate transitions such as: after a while, the next day, because of this, the first thing, finally.
- Writes multiple sentences that follow logical order/sequence
- Interesting beginning (hook) and effective ending

4-Advanced

- Uses transition words such as: first, next, then, once, after, and but, so, because
- Writes multiple sentences that suggest development of sequencing
- Identifiable beginning and ending

3-Proficient

- Limited transitions are present
- Writes sentences that attempt sequencing
- Shows some evidence of beginning or ending

2- Developing

- Transitions are confusing
- Evidence of sequencing is confusing
- Experiments with beginning or ending

1- Basic

- Connections between ideas are not present
- Ability to sequence is not yet present
- No sense of beginning or ending

CONVENTIONS: 5 4 3 2 1

5- Exemplary

- Punctuation is used correctly and creatively to reinforce voice/meaning
- Capitals are used for obvious proper nouns, sentence beginnings, and/or creatively to reinforce voice/meaning
- High frequency words generally spelled correctly - very close on other words
- Sentences are varied, and may be compound/complex; shows control over standard grammar

4-Advanced

- End punctuation is correct; other punctuation may be attempted (! " " ,)
- Capitals are used at the beginning of sentences and variable use of proper nouns
- Spelling of high frequency words usually correct; conventional spelling on common words
- Expands simple sentence; noun/pronoun agreement, verb tenses, subject/verb agreement

3-Proficient

- End punctuation is usually correct (. ?)
- Uses capitals at the beginning of sentences consistently
- Spelling is usually correct or reasonably phonetic, on common words
- Writes simple sentences correctly; uses correct subject/verb agreement

2- Developing

- Random punctuation
- Occasional use of capital letters
- Attempts phonetic spelling
- Awareness of sentence structure is evident; nonstandard grammar is common

1- Basic

- Little or no punctuation
- Mixed upper and lower case letters
- Writes letter strings
- Scribbles left to right and top to bottom

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