

12-Point Narrative Writing Rubric - Grade 1 – Oak Grove Primary

Directions: For Organization/Focus & Development/Support circle the 4,3,2,1 box that best describes the child's piece. Not all descriptors/bullets in the shaded areas must be evident – circle the best match.

| Writing Craft | | | | |
|---|---|---|---|---|
| <input type="checkbox"/> Secure = 6-8 points | | <input type="checkbox"/> Developing = 4-5 points | | <input type="checkbox"/> Beginning = 2-3 points |
| Organization/Focus | 4 | 3 | 2 | 1 |
| | The organization of the narrative is <u>fully sustained</u> . Below are the descriptors for 'fully sustained'. | The organization of the narrative is <u>adequately sustained</u> . Below are the descriptors for 'adequately sustained'. | The organization of the narrative is <u>somewhat sustained</u> . Below are the descriptors for 'somewhat sustained'. | The organization of the narrative is <u>not well sustained</u> . Below are the descriptors for 'not well sustained'. |
| | <input type="checkbox"/> Focus is clear and maintained throughout. No off-topic info is present. | <input type="checkbox"/> Focus is adequately and generally maintained. Small amounts of off-topic present. | <input type="checkbox"/> Focus is somewhat sustained; some off-topic info is included; may have an uneven focus | <input type="checkbox"/> Focus is not well-sustained; frequent off-topic ideas or drifts may be evident |
| | <input type="checkbox"/> Effectively follows a logical sequence of events. Nothing is out of order or confusing. | <input type="checkbox"/> Adequate sequence of events. Most everything is in order. | <input type="checkbox"/> Weak or uneven sequence of events. | <input type="checkbox"/> Little or no organization of an event sequence |
| | <input type="checkbox"/> Piece has a clearly developed beginning, middle, and <i>end which contains a reaction to what happened.</i> | <input type="checkbox"/> Piece has a beginning, middle, and <i>end which contains a reaction to what happened.</i> | <input type="checkbox"/> <i>Missing one:</i> a beginning, middle, or end which contains a reaction to what happened. | <input type="checkbox"/> <i>Missing two or more:</i> a beginning, middle, or end which contains a reaction to what happened. |
| <input type="checkbox"/> Effective use of linking/transition words to signal event order. | <input type="checkbox"/> Adequate use of linking/transition words to signal event order. | <input type="checkbox"/> Uneven [long stretches without] use or little variety of linking/transition words to signal event order. | <input type="checkbox"/> Few or no appropriate use of linking/transition words to signal event order. | |
| NOTE: Linking/Transition words ARE required for grade 1 in this genre. | | | | |
| Development/Support | 4 | 3 | 2 | 1 |
| | The narrative provides <u>effective elaboration</u> using relevant details and descriptions. Below are the descriptors for 'effective elaboration'. | The narrative provides <u>adequate elaboration</u> using relevant details and descriptions. Below are the descriptors for 'adequate elaboration'. | The narrative provides <u>uneven, cursory elaboration</u> using partial and uneven details & descriptions. Below are the descriptors for 'cursory elaboration'. | The narrative provides <u>minimal elaboration</u> using few or no details, & descriptions. Below are the descriptors for 'minimal elaboration'. |
| | <input type="checkbox"/> Effective use of details to describe the story or experience | <input type="checkbox"/> Adequate use of details to describe the story or experience. | <input type="checkbox"/> Minimal use of details to describe the story or experience. | <input type="checkbox"/> Little or no use of details to describe the story or experience. |
| <input type="checkbox"/> Effectively uses specific words that are related to the topic. | <input type="checkbox"/> Adequate use of specific words that are related to the topic. | <input type="checkbox"/> Weak or minimal use of specific words that are related to the topic. | <input type="checkbox"/> Little or no use of specific words that are related to the topic. | |

| | <input type="checkbox"/> Secure | <input type="checkbox"/> Developing | <input type="checkbox"/> Beginning | |
|---------------------------|--|---|--|---|
| Conventions/Skills | 4 Effective command of conventions. | 3 Adequate command of conventions. | 2 Partial command of conventions. | 1 Poor command of conventions. |
| | Uses correct conventions 90-100% of the time. | Uses correct conventions 80-89% of the time. | Uses correct conventions 60-79% of the time. | Uses correct conventions 0-59% of the time. |
| | <p><u>K-1st Grade GLE Convention Expectations:</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Write legibly. <input type="checkbox"/> Spacing within & between words is correct. <input type="checkbox"/> Sentences are complete & make sense. <input type="checkbox"/> Correct capitalization of: the word I, beginnings of sentences, names of people. <input type="checkbox"/> Correct punctuation at the ends of sentences. <input type="checkbox"/> Correctly spelled high-frequency words taught to this point ("Word Wall" Words). <input type="checkbox"/> Mix of phonetic (sounds recorded in order) and spelling pattern words (w-ill/p-ill) <input type="checkbox"/> Correct use of subject/verb agreement. (She has <u>some</u> dogs. We have <u>a</u> dog.) <input type="checkbox"/> Correct use of commas to separate words in a list. <input type="checkbox"/> Correct use of inflectional endings (-s, -ed, -ing) to designate past, present, and future in sentences. <input type="checkbox"/> Correct use of past, present, and future tense verbs. | | | |

Grade 1 Anchor Examples for Narrative Writing

| Secure | | Developing | Beginning |
|--|---|--|---|
| <p>4</p> <p>The organization of the narrative is <u>fully sustained</u>. Below are the descriptors for 'fully sustained'.</p> | <p>3</p> <p>The organization of the narrative is <u>adequately sustained</u>. Below are the descriptors for 'adequately sustained'.</p> | <p>2</p> <p>The organization of the narrative is <u>somewhat sustained</u>. Below are the descriptors for 'somewhat sustained'.</p> | <p>1</p> <p>The organization of the narrative is <u>not well sustained</u>. Below are the descriptors for 'not well sustained'.</p> |
| <p>4</p> <p>The narrative provides <u>effective elaboration</u> using relevant details and descriptions. Below are the descriptors for 'effective elaboration'.</p> | <p>3</p> <p>The narrative provides <u>adequate elaboration</u> using relevant details and descriptions. Below are the descriptors for 'adequate elaboration'.</p> | <p>2</p> <p>The narrative provides <u>uneven, cursory elaboration</u> using partial and uneven details & descriptions. Below are the descriptors for 'cursory elaboration'.</p> | <p>1</p> <p>The narrative provides <u>minimal elaboration</u> using few or no details, or descriptions. Below are the descriptors for 'minimal elaboration'.</p> |
| <p>One sunny afternoon I got to go with my mom and brother to Webb Park. I was so excited because that is my favorite park. The first thing I did when we got there was run to the slide. I love that slide! It is a curly cue shape and it has a tunnel too. I climbed up the ladder and went down it as fast as I could. Then, I ran over to the monkey bars. My brother tried to get there first but I beat him. I swung just like a monkey until I made it all the way across. Last, I went to the swings. I started swinging higher, and higher and higher. I went so high I felt like I was flying! Finally, mom said it was time to go. I was bummed. I wanted to stay longer. I really hope I get to go back there again. It was so fun!</p> | <p>One day I went to Webb Park. First, I slid down the slide. It is really tall and it has a tunnel. It's my favorite slide. Next, I went to the monkey bars. I went all the way across by myself. Finally, I went over to the swings and I made it go really, really high. My brother throws up if he goes too high but I don't. Then my mom said it was time to go. I had a really fun day at the park!</p> | <p>Webb Park is fun. I went and slid down the slide. I played on the swings. Then I played in the sand. I played on the slide some more. We went to Wal-Mart. Mom got us some McDonalds. Then we drove home.</p> | <p>I had a fun day at Webb Park. I got on the swings. I like the slide. I like the monkey bars. I play baseball at that park. I am a good pitcher. I catch good too. Then mom took us to McDonalds.</p> |