

Name _____		Writing Task: _____		Date: _____				
<b>1<sup>st</sup> Grade Narrative Writing Rubric</b>		<b>Total Score: _____</b>		<b>100 – 90 = A</b>	<b>89 – 80 = B</b>	<b>79 – 70 = C</b>	<b>&lt;70 = F</b>	
<b>Excellent</b>		<b>Good</b>		<b>Fair</b>		<b>Unsatisfactory</b>		
<b>Development</b>	▪ <b>skillfully</b> recounts two or more appropriately sequenced events	<b>26</b>	▪ recounts two or more appropriately sequenced events	<b>23</b>	▪ <b>attempts</b> to recount two or more appropriately sequenced events	<b>19</b>	▪ <b>fails</b> to recount two or more appropriately sequenced events	<b>16</b>
	▪ <b>skillfully</b> includes some details regarding what happened	<b>26</b>	▪ includes some details regarding what happened	<b>23</b>	▪ includes <b>insufficient</b> details regarding what happened	<b>19</b>	▪ <b>includes few, if any,</b> details regarding what happened	<b>16</b>
<b>Organization</b>	▪ <b>skillfully</b> uses temporal words to signal event order	<b>11</b>	▪ uses temporal words to signal event order	<b>9</b>	▪ uses <b>some</b> temporal words to signal event order	<b>8</b>	▪ uses <b>few, if any,</b> temporal words to signal event order	<b>7</b>
	▪ has evidence of purposeful organization that <b>supports the writing task</b>	<b>11</b>	▪ has evidence of purposeful organization	<b>9</b>	▪ has <b>limited evidence</b> of purposeful organization (ideas may be rambling and/or repetitive)	<b>8</b>	▪ has <b>little or no evidence</b> of purposeful organization	<b>7</b>
	▪ <b>skillfully</b> provides a sense of closure	<b>11</b>	▪ provides some sense of closure	<b>9</b>	▪ <b>attempts</b> to provide a sense of closure	<b>8</b>	▪ <b>fails</b> to provide a sense of closure	<b>7</b>
<b>Language/Conventions</b>	▪ demonstrates a <b>well-developed</b> command of standard English conventions	<b>7</b>	▪ demonstrates a command of standard English conventions; errors do not interfere with understanding	<b>6</b>	▪ demonstrates a <b>limited and/or inconsistent</b> command of standard English conventions; errors may interfere with understanding	<b>5</b>	▪ demonstrates a <b>weak</b> command of standard English conventions; errors interfere with understanding	<b>4</b>
	▪ has sentences that are <b>skillfully</b> constructed with appropriate variety in length and structure	<b>7</b>	▪ has sentences that are generally complete with sufficient variety in length and structure	<b>6</b>	▪ has <b>some</b> sentence formation <b>errors and/or a lack</b> of sentence variety	<b>5</b>	▪ has <b>frequent and severe</b> sentence formation <b>errors and/or a lack</b> of sentence variety	<b>4</b>
<b>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</b> <b>W.1.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</b> <b>L.1.1 – Letter formation, parts of speech, complete sentences</b> <b>L.1.2 - Capitalization (dates/names), end punctuation, commas in a series, conventional and phonetic spelling</b>								