

Writing Rubrics: Grade 1

Rubric assumes an increasing level of skill applications between grade levels.

WRITING ABOUT A TOPIC	
1WRTTOPIC: Student writes on a single topic using complete sentences.	
Grade 1	
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Level 3.5 In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. use assigned strategies to plan for writing (e.g. graphic organizer, webbing, drawing, lists, brainstorming, discussion, personal experiences, texts, media, etc.). b. write about a single topic using drawings with three complete sentences. The student exhibits no major errors or omissions.
	Level 2.5 The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • explains assigned strategies for writing (e.g., graphic organizer, webbing, drawing, lists, brainstorming, discussion, etc.). • writes about a given topic using simple sentences. However, the student exhibits major errors or omissions with Level 3.
	Level 1.5 The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.
	Level 0.5 With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.

*See State and District Grade Level Expectations for complete reference
e.g. abbr. (for example)*

i.e. abbr. (that is) required skills

Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 1- Writing

WRITING FOR A VARIETY OF PURPOSES AND AUDIENCES		
1WRTFIC: Student writes fiction for a variety of purposes and audiences.		
Grade 1		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. write the beginning, middle and ending in a piece of writing to convey a sense of story. b. write a variety of responses using given formats (e.g. poetry, descriptive writing, stories, personal narrative, journaling, or literary response). The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • writes a sequence of events in order. • writes simple responses using assigned formats (e.g. poetry, descriptive writing, stories, personal narrative, journaling, or literary response). However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

See State and District Grade Level Expectations for complete reference

e.g. abbr. (for example)

i.e. abbr. (that is) required skills

Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 1- Writing

WRITING FOR A VARIETY OF PURPOSES AND AUDIENCES		
1WRTNONFC: Student writes non-fiction for a variety of purposes and audiences.		
Grade 1		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> use diagrams, charts, or drawings with captions or labels to convey information (when appropriate). write a variety of responses using given formats (e.g. journaling, research reports, observational writing, lists, or letters). The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> writes labels or captions to convey information (when appropriate). writes simple responses using assigned formats (e.g. journaling, observational writing, lists, or notes). However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

See State and District Grade Level Expectations for complete reference

e.g. abbr. (for example)

i.e. abbr. (that is) required skills

Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 1- Writing

USING STRUCTURES and CONVENTIONS		
1STRCONV: Student writes and edits using a variety of sentence structures, capitalization, and punctuation.		
Grade 1		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. write a variety of simple sentences using capitalization and end punctuation (i.e. statement, question, and exclamation). b. correct mistakes in punctuation at the end of sentences and capitalization (e.g. beginning of sentences and proper nouns). The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • writes a simple sentence using capitalization and ending punctuation. • recognizes or recalling examples of correct and incorrect capitalization and ending punctuation. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

WORD STUDY and SPELLING		
1WS.SPELL: Student shows understanding of weekly word study, concepts, and spelling rules.		
Grade 1		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	<p>Student will:</p> <ul style="list-style-type: none"> a. use correct spelling for frequently used words and phonetically-spelled, regular words in final drafts. b. use strategies for improving and correcting spelling (e.g. word wall, glossary, dictionary, phonetic spelling, word bank, locating a word from a familiar source, spelling assessments, etc.). <p>The student exhibits no major errors or omissions.</p>	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • uses correct spelling for CV and CVC words. • uses basic strategies for improving and correcting spelling when errors have been pointed out (e.g. word wall, glossary, dictionary, phonetic spelling, word bank, locating a word from a familiar source, spelling assessment, etc.). <p>However, the student exhibits major errors or omissions with Level 3.</p>	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

HANDWRITING		
1HNDWRTNG: Student writes legibly.		
Grade 1		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. write first name and last name with initial capitals and lowercase letters. b. produce legible handwriting using correct spacing and letter formation. The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • writing first name. • writing decipherable letters. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

See State and District Grade Level Expectations for complete reference
 e.g. abbr. (for example)

i.e. abbr. (that is) required skills

Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 1- Writing