1st Grade Opinion Text-Based Writing Rubric

W.1.1 Write opinion pieces about topics or books.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension*	(RL.1.1) or (RI.1.1)	**(Citing Text) The writing:** ☐ demonstrates understanding of the story by accurately answering 2 or more questions about key details in a text.	**(Citing Text) The writing:** ☐ demonstrates some understanding of the story by answering at least 1 question about key details in a text.	**(Citing Text) The writing:** ☐ does not demonstrate understanding of the story by failing to answer any questions about key details in a text.	**3 = Meets** **2 = Approaching** **1 = Below** Subtotal:
Writing	W.1.1	**(Organization & Structure) The writing:** ☐ introduces a topic or book in an engaging way that draws the reader in. ☐ provides a clearly stated opinion related to the topic or book. ☐ provides a sense of closure that reminds the reader of their opinion.	**(Organization & Structure) The writing:** ☐ offers a beginning (or partially developed) introduction to the topic or book. ☐ states an opinion somewhat related to the topic or book. ☐ provides a simple sense of closure; may not remind readers of their opinion.	**(Organization & Structure) The writing:** ☐ does not introduce or reference the topic or book. ☐ does not state an opinion. ☐ does not provide a sense of closure.	**7-9 = Meets** **5-6 = Approaching** **< 5 = Below** Subtotal:
Writing	W.1.1	**(Ideas & Content) The writing:** ☐ skillfully addresses the prompt/task with a clear, focused, engaging response. ☐ provides 2 or more reasons that strongly support the opinion.	**(Ideas & Content) The writing:** ☐ addresses the prompt/task with some drift in focus. ☐ provides at least 1 reason that adequately supports the opinion.	**(Ideas & Content) The writing:** ☐ does not address the prompt/task; lacks focus. ☐ offers no reasons to support the opinion.	**5-6 = Meets** **4 = Approaching** **<4 = Below** Subtotal:

1st Grade Opinion Text-Based Writing Rubric (Continued)

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Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Language	L.1.1	**(Sentence Fluency) The writing:** ☐ uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.	**(Sentence Fluency) The writing:** ☐ has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.	**(Sentence Fluency) The writing:** ☐ includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing.	**7-9 = Meets** **5-6 = Approaching** **<5 = Below**
	L.1.2	**(Conventions) The writing:** ☐ demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors).	**(Conventions) The writing:** ☐ contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding (4-6 errors).	**(Conventions) The writing:** ☐ numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand (7 or more errors).	
	(L.1.6)	**(Word Choice & Vocabulary) The writing:** ☐ accurately uses a variety of words and phrases that make the writing interesting.	**(Word Choice & Vocabulary) The writing:** ☐ incorporates basic words and phrases; features functional vocabulary that communicates the message.	**(Word Choice & Vocabulary) The writing:** uses a limited range of words making the message unclear.	Subtotal:

( ) = partially meets expectations of the standard.

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.

Score "O" - The writing is scored with **"O"** when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

22 – 27 = Meets Grade Level Expectations
16 – 21 = Approaching Grade Level Expectations
< 16 = Below Grade Level Expectations

Overall Score:

L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. **a.** Print all upper- and lowercase letters. **b.** Use common, proper, and possessive nouns. **c.** Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops*; *We hop*). **d.** Use personal, possessive, and indefinite pronouns (e.g., *I*, *me*, *my*; *they*, *them*, *their*; *anyone*, *everything*). **e.** Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home*; *Today I walk home*; *Tomorrow I will walk home*). **f.** Use frequently occurring adjectives. **g.** Use frequently occurring conjunctions (e.g., *and*, *but*, *or*, *so*, *because*). **h.** Use determiners (e.g., articles, demonstratives). **i.** Use frequently occurring prepositions (e.g., *during*, *beyond*, *toward*). **j.** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	**L.1.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **a.** Capitalize dates and names of people. **b.** Use end punctuation for sentences. **c.** Use commas in dates and to separate single words in a series. **d.** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. **e.** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	**L.1.5** With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. **a.** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. **b.** Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). **c.** Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). **d.** Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings. **L.1.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).