

Date: _____

Name: _____

Rubric for Opinion Writing—First Grade

	Pre-Kindergarten (1 POINT)	1.5 PTS	Kindergarten (2 POINTS)	2.5 PTS	Grade 1 (3 POINTS)	3.5 PTS	Grade 2 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer told about something she liked or disliked with pictures and some "writing."	Mid-level	The writer told, drew, and wrote his opinion or likes and dislikes about a topic or book.	Mid-level	The writer wrote her opinion or her likes and dislikes and said why.	Mid-level	The writer wrote his opinion or his likes and dislikes and gave reasons for his opinion.	
Lead	The writer started by drawing or saying something.	Mid-level	The writer wrote her opinion in the beginning.	Mid-level	The writer wrote a beginning in which he got readers' attention. He named the topic or text he was writing about and gave his opinion.	Mid-level	The writer wrote a beginning in which she not only gave her opinion, but also set readers up to expect that her writing would try to convince them of it.	
Transitions	The writer kept on working.	Mid-level	The writer wrote his idea and then said more. He used words such as <i>because</i> .	Mid-level	The writer said more about her opinion and used words such as <i>and</i> and <i>because</i> .	Mid-level	The writer connected parts of his piece using words such as <i>also</i> , <i>another</i> , and <i>because</i> .	
Ending	The writer ended working when he had said, drawn, and "written" all he could about his opinion.	Mid-level	The writer had a last part or page.	Mid-level	The writer wrote an ending for his piece.	Mid-level	The writer wrote an ending in which she reminded readers of her opinion.	
Organization	On the writer's paper, there was a place for the drawing and a place where she tried to write words.	Mid-level	The writer told his opinion in one place and in another place he said why.	Mid-level	The writer wrote a part where she got readers' attention and a part where she said more.	Mid-level	The writer's piece had different parts; he wrote a lot of lines for each part.	
								TOTAL:
DEVELOPMENT								
Elaboration*	The writer put more and then more on the page.	Mid-level	The writer put everything she thought about the topic (or book) on the page.	Mid-level	The writer wrote at least one reason for his opinion.	Mid-level	The writer wrote at least two reasons and wrote at least a few sentences about each one.	(x2)

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

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PART II: THE ASSESSMENT TOOLS—OPINION/ARGUMENT WRITING

	Pre-Kindergarten (1 POINT)	1.5 PTS	Kindergarten (2 POINTS)	2.5 PTS	Grade 1 (3 POINTS)	3.5 PTS	Grade 2 (4 POINTS)	SCORE
DEVELOPMENT (cont.)								
Craft*	The writer said, drew, and "wrote" some things about what she liked and did not like.	Mid-level	The writer had details in pictures and words.	Mid-level	The writer used labels and words to give details.	Mid-level	The writer chose words that would make readers agree with his opinion.	(x2)
								TOTAL:
LANGUAGE CONVENTIONS								
Spelling	The writer could read his pictures and some of his words. The writer tried to make words.	Mid-level	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks of words (<i>at, op, it, etc.</i>) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	Mid-level	To spell a word, the writer used what she knew about spelling patterns (<i>tion, er, ly, etc.</i>). The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.	
Punctuation	The writer could label pictures. The writer could write her name.	Mid-level	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , he put in the apostrophe.	
								TOTAL:

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

Number of Points	Scaled Score
1-11	1
11.5-16.5	1.5
17-22	2
22.5-27.5	2.5
28-33	3
33.5-38.5	3.5
39-44	4

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0-4.



Date: _____

Name: _____

Rubric for Information Writing—First Grade

	Pre-Kindergarten (1 POINT)	1.5 PTS	Kindergarten (2 POINTS)	2.5 PTS	Grade 1 (3 POINTS)	3.5 PTS	Grade 2 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer told and drew pictures about a topic she knew.	Mid-level	The writer told, drew, and wrote about a topic.	Mid-level	The writer taught her readers about a topic.	Mid-level	The writer taught readers some important points about a subject.	
Lead	The writer started by drawing or saying something.	Mid-level	The writer told what her topic was.	Mid-level	The writer named his topic in the beginning and got the readers' attention.	Mid-level	The writer wrote a beginning in which he named a subject and tried to interest readers.	
Transitions	The writer kept on working.	Mid-level	The writer put different things he knew about the topic on his pages.	Mid-level	The writer told different parts about her topic on different pages.	Mid-level	The writer used words such as <i>and</i> and <i>also</i> to show he had more to say.	
Ending	After the writer said, drew, and "wrote" all he could about his topic, he ended it.	Mid-level	The writer had a last part or page.	Mid-level	The writer wrote an ending.	Mid-level	The writer wrote some sentences or a section at the end to wrap up her piece.	
Organization	On the writer's paper, there was a place for the drawing and a place where she tried to write words.	Mid-level	The writer told, drew, and wrote information across pages.	Mid-level	The writer told about her topic part by part.	Mid-level	The writer's writing had different parts. Each part told different information about the topic.	
								TOTAL:
DEVELOPMENT								
Elaboration*	The writer put more and then more on the page.	Mid-level	The writer drew and wrote some important things about the topic.	Mid-level	The writer put facts in his writing to teach about his topic.	Mid-level	The writer used different kinds of information in her writing such as facts, definitions, details, steps, and tips.	(x2)
Craft*	The writer said, drew, and "wrote" things she knew about the topic.	Mid-level	The writer told, drew, and wrote some details about the topic.	Mid-level	The writer used labels and words to give facts.	Mid-level	The writer tried to include the words that showed he was an expert on the subject.	(x2)
								TOTAL:

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

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PART II: THE ASSESSMENT TOOLS—INFORMATION WRITING



INFORMATION

Teaching Rubrics

	Pre-Kindergarten (1 POINT)	1.5 PTS	Kindergarten (2 POINTS)	2.5 PTS	Grade 1 (3 POINTS)	3.5 PTS	Grade 2 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS								
Spelling	The writer could read his pictures and some of his words. The writer tried to make words.	Mid-level	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks (<i>at, op, it, etc.</i>) to help him spell. The writer spelled the word wall words right and used the word wall to help him spell other words.	Mid-level	The writer used what she knew about spelling patterns (<i>tion, er, ly, etc.</i>) to spell a word. The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.	
Punctuation	The writer could label pictures. The writer could write her name.	Mid-level	The writer wrote spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , he put in the apostrophe.	
								TOTAL:

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Name: _____ Date: _____

Rubric for Narrative Writing—First Grade

	Pre-Kindergarten (1 POINT)	1.5 PTS	Kindergarten (2 POINTS)	2.5 PTS	Grade 1 (3 POINTS)	3.5 PTS	Grade 2 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer told a story with pictures and some "writing."	Mid-level	The writer told, drew, and wrote a whole story.	Mid-level	The writer wrote about when she did something.	Mid-level	The writer wrote about <i>one time</i> when he did something.	
Lead	The writer started by drawing or saying something.	Mid-level	The writer had a page that showed what happened first.	Mid-level	The writer tried to make a beginning for his story.	Mid-level	The writer thought about how to write a good beginning and chose a way to start her story. She chose the action, talk, or setting that would make a good beginning.	
Transitions	The writer kept on working.	Mid-level	The writer put his pages in order.	Mid-level	The writer put her pages in order. She used words such as <i>and</i> and <i>then, so</i> .	Mid-level	The writer told the story in order by using words such as <i>when, then, and after</i> .	
Ending	The writer's story ended.	Mid-level	The writer had a page that showed what happened last in her story.	Mid-level	The writer found a way to end his story.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending.	
Organization	On the writer's paper, there was a place for drawing and a place where she tried to write words.	Mid-level	The writer's story had a page for the beginning, a page for the middle, and a page for the end.	Mid-level	The writer wrote her story across three or more pages.	Mid-level	The writer wrote a lot of lines on a page and wrote across a lot of pages.	
								TOTAL:
DEVELOPMENT								
Elaboration*	The writer put more and then more on the page.	Mid-level	The writer's story indicated who was there, what they did, and how the characters felt.	Mid-level	The writer put the picture from his mind onto the page. He had details in pictures and words.	Mid-level	The writer tried to bring her characters to life with details, talk, and actions.	(x2)
Craft*	In the writer's story, she told and showed what happened.	Mid-level	The writer drew and wrote some details about what happened.	Mid-level	The writer used labels and words to give details.	Mid-level	The writer chose strong words that would help readers picture his story.	(x2)
								TOTAL:

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NARRATIVE Teaching Rubrics

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	Pre-Kindergarten (1 POINT)	1.5 PTS	Kindergarten (2 POINTS)	2.5 PTS	Grade 1 (3 POINTS)	3.5 PTS	Grade 2 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS								
Spelling	The writer could read his pictures and some of his words. The writer tried to make words.	Mid-level	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks of words (<i>at, op, it, etc.</i>) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	Mid-level	To spell a word, the writer used what she knew about spelling patterns (<i>tion, er, ly, etc.</i>). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	
Punctuation	The writer could label pictures. The writer could write her name.	Mid-level	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , he used the apostrophe.	
								TOTAL:

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Total score: _____

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0-4.

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