

COMMON CORE ALIGNED WRITING RUBRICS

Includes both Teacher & Student Friendly Rubrics



**Reading
Comprehension**

**Writing:
Developing
Ideas**

**Writing:
Organization of
Ideas**

**Language:
Diction &
Conventions**



Grade 1

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Thank You and Some Notes...

Thank you for purchasing Dr. Dea's PARCC Aligned Writing Rubric series. The rubric criteria are based on PARCC's Expanded Rubric for Analytic and Narrative Writing and the rubric descriptors are based on [PARCC K-2 Writing Evidence Tables](#) currently in draft form (2015). As such, they are aligned to the Common Core ELA/Literacy Standards and intended for use on all three types of Common Core designated writing: argument, informative/explanatory, and narrative.

In developing the K-2 rubrics, Dr. Dea has incorporated the language of standards wherever that language clarifies what the writing criteria is being measured. This language can also act as a reminder of what writing and convention elements or structures need to be taught and learned in each grade.

Special Notation: In the description areas for scaled score criteria, the distinction between the writing types is implied in the language of the descriptor aligned to Common Core Writing Standard #1-3. For instance, reasoning in the descriptor applies to opinion writing and comes directly from W.1.1. "Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure." (2010, p. 19). The reference to facts is attributed informative/explanatory writing and seen in W.1.2. "Write informative/explanatory texts in which they name a topic, supply some facts about the topic..." (p. 19). References to narrative elements in the descriptor include those elements delineated in W.1.3: "recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order..." (p. 19).

If you have further questions about how to use the rubric or if you are looking for professional learning opportunities at your school for embedding reading and writing in daily practice, please email Dr. Dea: dea@partnerinedu.com

Resources: Common Core State Standards for English Language Arts and Literacy. (2010). National Governors Association Center for Best Practices and Council of Chief State School Officers.

[PARCC Grade 1 Writing Evidence Tables \(2015\)](#). Partnership for Assessment of Readiness for College and Careers.

Grade 1: Student Friendly Checklist

Opinion

- I shared my opinion on a topic or book.
- I shared the topic or book title of my opinion.
- I gave a reason for why I believe my opinion.
- I shared my opinion in writing.
- I shared my opinion in drawings.
- I told my opinion in talking.

Inform | Explain

- I named the topic I was writing about.
- I shared one fact about the topic.
- I shared a second fact about the topic.
- I shared a third fact about the topic.
- I had an ending for my informative or explanatory writing.
- I told about my topic in writing.
- I told about my topic in drawing.
- I told my topic in talking.

Narrative

- I told a story.
- My story had two events.
- My story had a third event.
- I put the events in order they happened.
- I used words to show the order of events.
- My story had an ending.
- I shared my story in writing.
- I shared my story in drawing.
- I told my story in talking.

Grade 1: Student Friendly Checklist

Opinion	Inform Explain	Narrative
<input type="checkbox"/> I shared my opinion on a topic or book. <input type="checkbox"/> I shared the topic or book title of my opinion. <input type="checkbox"/> I gave a reason for why I believe my opinion. <input type="checkbox"/> I shared my opinion in writing. <input type="checkbox"/> I shared my opinion in drawings. <input type="checkbox"/> I told my opinion in talking.	<input type="checkbox"/> I named the topic I was writing about. <input type="checkbox"/> I shared one fact about the topic. <input type="checkbox"/> I shared a second fact about the topic. <input type="checkbox"/> I shared a third fact about the topic. <input type="checkbox"/> I had an ending for my informative or explanatory writing. <input type="checkbox"/> I told about my topic in writing. <input type="checkbox"/> I told about my topic in drawing. <input type="checkbox"/> I told my topic in talking.	<input type="checkbox"/> I told a story. <input type="checkbox"/> My story had two events. <input type="checkbox"/> My story had a third event. <input type="checkbox"/> I put the events in order they happened. <input type="checkbox"/> I used words to show the order of events. <input type="checkbox"/> My story had an ending. <input type="checkbox"/> I shared my story in writing. <input type="checkbox"/> I shared my story in drawing. <input type="checkbox"/> I told my story in talking.

Grade 1: Teacher Friendly Rubric

Criteria	Scale Score	Descriptors
Reading Comprehension		4: Exceptional comprehension of the central ideas expressed in the text(s). 3: Accurate comprehension of the central ideas expressed in the text(s). 2: Limited comprehension of the central ideas expressed in the text(s). 1: Does not demonstrate comprehension of the ideas expressed.
Writing Development of Ideas		4: In writing & on prompt, names the topic/book; states opinion & provides one (or more) reason/s for that opinion <i>and/or</i> provides two or more facts as informative points <i>or</i> provides narrative elements (two or more sequential events with some detail). 3: In writing & on prompt, names topic/book; states opinion & provides one reason <i>and/or</i> provides one detailed fact as informative point <i>or</i> ; provides narrative elements (two or more sequential events without detail) 2: On prompt but with the use of expressions other than written; minimal topic/opinion/narrative development; limited details, and/or description. 1: Attempts to address the prompt through more than writing alone; does not develop the topic or narrative elements, inappropriate to task and purpose. 0: Fails to maintain the prompt; may digress or change topic/opinion/story.
Writing Written Expression Organization		4: Follows conventional organization patterns: introduction, body, closing; words within sentences correctly ordered; sentences follow logically. 3: Follows conventional organization patterns: introduction, body, closing; some words may be ill-ordered but meaning clear; sentences follow logically. 2: Develops the topic or narrative with a beginning but fails to offer a conclusion; <i>or</i> may enter the writing amidst the concept having failed to produce an introduction. Order attempted by no achieved. 1: Random attempt to address the task; impedes understanding. 0: Produces insufficient evidence for evaluation.
Writing Written Expression Clarity of Language		4: Writes conjunctions, descriptive words, and/or details; express ideas clearly. 3: Writes conjunctions & descriptive words; express ideas with limited clarity. 2: Uses linking words when reading/explaining what is written but does not write the words within the text. 1: Does not use linking words and/or descriptive words; lacks clarity. 0: Produces insufficient evidence for evaluation. <i>1st grade conjunctions & prepositions W.1.g & i: and, but, or, so, because; frequently occurring prepositions (e.g. during, beyond, toward).</i>
Writing Writing Knowledge of Language & Conventions		4: Writes in clear full sentences; may add pictures to further illustrate ideas. 3: Writes in partial sentences but understanding conveyed. 2: Unable to fully develop ideas through writing; labels images/pictures and/or connect words randomly; difficult to understand. 1: Little to no command of the conventions. Reader unable to make meaning. 0: Produces insufficient evidence for evaluation. <i>1st grade Grammar & Usage Conventions L.1.1: common, proper & possessive nouns; singular & plural nouns w/matching verbs; personal, possessive & indefinite pronouns; verbs to convey past, present, & future; complete simple and compound sentences.</i> <i>1st grade Capitalization, Punctuation & Spelling L.1.2: dates & names of people; end punctuation; commas in dates & series, conventional spelling for taught words; phonetic spelling for untaught words.</i>