

Rubric for Narrative Writing – Grade 1

	1 point		2 points		3 points		4 points	Score
STRUCTURE								
Overall	The writer told a story with some pictures and some “writing.”		The writer told, drew, and wrote a whole story.		The writer wrote about when she did something.		The writer wrote about <i>one time</i> when he did something.	
Lead	The writer started by drawing or saying something.		The writer had a page that showed what happened first.		The writer tried to make a beginning for his story.		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.		The writer put his pages in order.		The writer put her pages in order. She used words such as <i>and</i> , and <i>then, so</i> .		The writer told the story in order by using such words as <i>when, then, and after</i> .	
Ending	The writer’s story ended.		The writer had a page that showed what happened last in her story.		The writer found a way to end his story.		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.		The writer’s story had a page for the beginning, a page for the middle, and a page for the end.		The writer wrote her story across three or more pages.		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.		The writer’s story indicated who was there, what they did, and how the characters felt.		The writer put the picture from his mind onto the page. He had details in pictures and words.		The writer tried to bring her characters to life with details, talk, and actions.	
Craft*	In the writer’s story, she told and showed what happened.		The writer drew and wrote some details about what happened.		The writer used labels and words to give details.		The writer chose strong words that would help readers picture his story.	
								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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LANGUAGE CONVENTIONS								
Spelling	<p>The writer could read his pictures and some of his words.</p> <p>The writer tried to make words.</p>		<p>The writer could read her writing.</p> <p>The writer wrote a letter for the sounds she heard.</p> <p>The writer used the word wall to help her spell.</p>		<p>The writer used all he knew about words and chunks of words (<i>at, op, it, etc.</i>) to help him spell.</p> <p>The writer spelled all the word wall words right and used the word wall to help him spell other words.</p>		<p>To spell a word, the writer used what she knew about spelling patterns (<i>tion, er, ly, etc.</i>).</p> <p>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.</p>	
Punctuation	<p>The writer could label pictures.</p> <p>The writer could write her name.</p>		<p>The writer put spaces between words.</p> <p>The writer used lowercase letters unless capitals were needed.</p> <p>The writer wrote capital letters to start every sentence.</p>		<p>The writer ended sentences with punctuation.</p> <p>The writer used a capital letter for names.</p> <p>The writer used commas in dates and lists.</p>		<p>The writer used quotation marks to show what characters said.</p> <p>When the writer used words such as <i>can't</i> and <i>don't</i>, he used the apostrophe.</p>	
								TOTAL: