

Opinion Writing Rubric

	Standard	Exceeding Standard (4)	At Standard (3)	Approaching Standard (2)	Below Standard (1)
Introduce Topic/Book	W1.1	Student wrote an elaborate introduction to the topic or book.	Student provided one complete sentence introducing the topic or book.	Student included an incomplete introduction of the topic or book.	Student did not include a topic or book title.
State Opinion and a Reason	W1.1	Student elaborated on their opinion and provided multiple reasons for their opinion.	Student included a clear opinion about the topic or book and a reason for their opinion.	Student included either an opinion or reason about the topic or book but not both or both were unclear.	Student did not include an opinion or reason about the topic or book.
Closure	W1.1	Student has an elaborated ending that persuades the readers to agree with their opinion.	Student has 1 sentence or thought that signifies the end of the opinion and reasons.	Student attempted to include closure however it's a vague sentence or thought.	Student has no closure and leaves the reader unclear about how they feel about the topic or book.
Revising and Editing	W1.5	Student listens and responds to suggestions of others (peers and teachers) to strengthen the craft of his writing. I.E.: He rewrites an introduction adding more descriptive words.	Student listens and responds to suggestions of others (peers and teachers) to strengthen his writing. I.E.: He makes changes to writing like adding to pictures, words, details, etc.	Student often listens and responds to some suggestions of others with support from the teacher.	Student listens to suggestions, but does not use suggestions to strengthen writing.
Organization and Conventions		Checked ALL boxes	Checked 3-4 boxes	Checked 2 boxes	Checked 0-2
	LK.2a Capitalization	<input type="checkbox"/> Most capitals (beginning of sentence & names)	<input type="checkbox"/> Most capitals (beginning of sentence & names)	<input type="checkbox"/> Most capitals (beginning of sentence & names)	<input type="checkbox"/> Most capitals (beginning of sentence & names)
	L.1.2b Punctuation	<input type="checkbox"/> Most periods	<input type="checkbox"/> Most periods	<input type="checkbox"/> Most periods	<input type="checkbox"/> Most periods
	FS.K.1.1c Print Concepts	<input type="checkbox"/> Appropriate spacing	<input type="checkbox"/> Appropriate spacing	<input type="checkbox"/> Appropriate spacing	<input type="checkbox"/> Appropriate spacing
	L.1.2d Spelling	<input type="checkbox"/> Most sight words spelled correctly	<input type="checkbox"/> Most sight words spelled correctly	<input type="checkbox"/> Most sight words spelled correctly	<input type="checkbox"/> Most sight words spelled correctly
	L.1.2e Spelling	<input type="checkbox"/> Most untaught words spelled phonetically	<input type="checkbox"/> Most untaught words spelled phonetically	<input type="checkbox"/> Most untaught words spelled phonetically	<input type="checkbox"/> Most untaught words spelled phonetically
	L.1.1a Upper and Lower Case Letters	<input type="checkbox"/> Most words are written with lowercase letters. (Uppercase letters are reserved for names , for the word "I" and at the beginning of sentences.)	<input type="checkbox"/> Most words are written with lowercase letters. (Uppercase letters are reserved for names, for the word "I" and at the beginning of sentences.)	<input type="checkbox"/> Most words are written with lowercase letters. (Uppercase letters are reserved for names, for the word "I" and at the beginning of sentences.)	<input type="checkbox"/> Most words are written with lowercase letters. (Uppercase letters are reserved for names , for the word "I" and at the beginning of sentences.)

Narrative Writing Rubric

	Standard	Exceeding Standard (4)	At Standard (3)	Approaching Standard (2)	Below Standard (1)
Opening Sentence	W1.3	Begins their writing using a complete sentence that opens the story.(May include information about the character and setting.)	Includes an opening sentence.	Includes an incomplete opening thought.	Opening sentence not included.
Sequenced Events	W1.3	Sequentially elaborates on two or more events.	Sequentially recounts 2 or more events.	Recounts two or more events without sequence or recounted less than two events.	Includes unrelated events.
Details	W.1.3	Elaborates oh events by adding precise details. May describe what characters are saying, thinking, doing, and/or feeling.	Uses words that name character and setting and words that tell action and events.	Adds some detail to describe events.	Provides incomplete or unclear details to describe events.
Temporal Words	W1.3	Includes temporal words or prepositional phrases to transition between events.	Includes temporal words to order events.	Includes at least one temporal word.	Does not include temporal words to order events.
Closure	W1.3	Provides closure which signifies the end of the story. May offer a question for the reader, add feeling, or recap the story.	Provides closure which signifies the end of the story.	Attempts to provide closure. Closing sentence is unclear or incomplete.	No closure provided. Leaves the reader wondering what happened next.
Revising and Editing	W1.5	Student listens and responds to suggestions of others (peers and teachers) to strengthen the craft of his writing. I.E.: He rewrites an introduction adding more descriptive words.	Student listens and responds to suggestions of others (peers and teachers) to strengthen his writing. I.E.: He makes changes to writing like adding to pictures, words, details, etc.	Student often listens and responds to some suggestions of others with support from the teacher.	Student listens to suggestions, but does not use suggestions to strengthen writing.
Organization and Conventions		Checked ALL boxes	Checked 3-4 boxes	Checked 2 boxes	Checked 0-2
	LK.2a Capitalization	<input type="checkbox"/> Most capitals (beginning of sentence & names)	<input type="checkbox"/> Most capitals (beginning of sentence & names)	<input type="checkbox"/> Most capitals (beginning of sentence & names)	<input type="checkbox"/> Most capitals (beginning of sentence & names)
	L.1.2b Punctuation	<input type="checkbox"/> Most periods	<input type="checkbox"/> Most periods	<input type="checkbox"/> Most periods	<input type="checkbox"/> Most periods
	FS.K.1.1c Print Concepts	<input type="checkbox"/> Appropriate spacing	<input type="checkbox"/> Appropriate spacing	<input type="checkbox"/> Appropriate spacing	<input type="checkbox"/> Appropriate spacing
	L.1.2d Spelling	<input type="checkbox"/> Most sight words spelled correctly	<input type="checkbox"/> Most sight words spelled correctly	<input type="checkbox"/> Most sight words spelled correctly	<input type="checkbox"/> Most sight words spelled correctly
	L.1.2e Spelling	<input type="checkbox"/> Most untaught words spelled phonetically	<input type="checkbox"/> Most untaught words spelled phonetically	<input type="checkbox"/> Most untaught words spelled phonetically	<input type="checkbox"/> Most untaught words spelled phonetically
	L.1.1a Upper and Lower Case Letters	<input type="checkbox"/> Most words are written with lowercase letters. (Uppercase letters are reserved for names , for the word "I" and at the beginning of sentences.)	<input type="checkbox"/> Most words are written with lowercase letters. (Uppercase letters are reserved for names, for the word "I" and at the beginning of sentences.)	<input type="checkbox"/> Most words are written with lowercase letters. (Uppercase letters are reserved for names, for the word "I" and at the beginning of sentences.)	<input type="checkbox"/> Most words are written with lowercase letters. (Uppercase letters are reserved for names , for the word "I" and at the beginning of sentences.)

Informational Writing Rubric

	Standard	Exceeding Standard (4)	At Standard (3)	Approaching Standard (2)	Below Standard (1)
Introduce Topic	W1.2	Begins their writing using a complete sentence that identifies the main topic.	Names the topic as a title or a brief statement.	Names and/or draws the topic in the title.	Topic is unclear.
Content: Key Facts	W1.2	Provides multiple facts about a topic based on resources as well as prior knowledge.	Provides some facts about the topic through sentences and drawings.	Most writing and/or drawing is related to the topic. Only some of the writing provides facts about the topic.	Facts or drawings are not related to the topic or are unclear.
Content: Vocabulary	W1.2	Uses specific vocabulary and descriptions of the topic. Uses vocabulary from a variety of sources.	Uses vocabulary specific to the topic.	Uses general vocabulary to tell about the topic.	Uses limited vocabulary to tell about the topic.
Closure	W1.2	Provides a closing sentence which restates the topic, asks the audience a question, or expresses a feeling about the topic.	Provides a closing sentence.	Attempts a closing sentence or phrase.	Does not provide closure.
Revising and Editing	W1.5	Student listens and responds to suggestions of others (peers and teachers) to strengthen the craft of his writing. I.E.: He rewrites an introduction adding more descriptive words.	Student listens and responds to suggestions of others (peers and teachers) to strengthen his writing. I.E.: He makes changes to writing like adding to pictures, words, details, etc.	Student often listens and responds to some suggestions of others with support from the teacher.	Student listens to suggestions, but does not use suggestions to strengthen writing.
Organization and Conventions		Checked ALL boxes	Checked 3-4 boxes	Checked 2 boxes	Checked 0-2
	LK.2a Capitalization	<input type="checkbox"/> Most capitals (beginning of sentence & names)	<input type="checkbox"/> Most capitals (beginning of sentence & names)	<input type="checkbox"/> Most capitals (beginning of sentence & names)	<input type="checkbox"/> Most capitals (beginning of sentence & names)
	L.1.2b Punctuation	<input type="checkbox"/> Most periods	<input type="checkbox"/> Most periods	<input type="checkbox"/> Most periods	<input type="checkbox"/> Most periods
	FS.K.1.1c Print Concepts	<input type="checkbox"/> Appropriate spacing	<input type="checkbox"/> Appropriate spacing	<input type="checkbox"/> Appropriate spacing	<input type="checkbox"/> Appropriate spacing
	L.1.2d Spelling	<input type="checkbox"/> Most sight words spelled correctly	<input type="checkbox"/> Most sight words spelled correctly	<input type="checkbox"/> Most sight words spelled correctly	<input type="checkbox"/> Most sight words spelled correctly
	L.1.2e Spelling	<input type="checkbox"/> Most untaught words spelled phonetically	<input type="checkbox"/> Most untaught words spelled phonetically	<input type="checkbox"/> Most untaught words spelled phonetically	<input type="checkbox"/> Most untaught words spelled phonetically
	L.1.1a Upper and Lower Case Letters	<input type="checkbox"/> Most words are written with lowercase letters. (Uppercase letters are reserved for names, for the word "I" and at the beginning of sentences.)	<input type="checkbox"/> Most words are written with lowercase letters. (Uppercase letters are reserved for names, for the word "I" and at the beginning of sentences.)	<input type="checkbox"/> Most words are written with lowercase letters. (Uppercase letters are reserved for names, for the word "I" and at the beginning of sentences.)	<input type="checkbox"/> Most words are written with lowercase letters. (Uppercase letters are reserved for names, for the word "I" and at the beginning of sentences.)

