

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.	(×2)
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.	(×2)
								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.

	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:

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