

Grade One Expository Assessment Rubric

	Meets Kindergarten Learning Outcome Standards	Approaches One	Meets Grade One Learning Outcome Standards	Excels at One	Meets Grade Two Learning Outcome Standards
Content	<ul style="list-style-type: none"> - Draws and writes <ul style="list-style-type: none"> o scribble o random string of letters o initial consonants about personal experiences (self and family) - Represents by drawing, listing, labeling 		<ul style="list-style-type: none"> - Topic usually reflects personal experiences or ideas from classroom study - Writing stays on topic - Content is a simple description/sequence of events; may include misconceptions - Writing includes a few details - Writing makes sense independent of context-setting illustration 		<ul style="list-style-type: none"> - Topic is clear - Writing stays on topic - Content is a collection of ideas - Writing includes simple details
Organization	<ul style="list-style-type: none"> - Begins to model familiar text forms <ul style="list-style-type: none"> o drawings and labels o lists o simple description - Begins to sequence information 		<ul style="list-style-type: none"> - Writing is modeled on familiar organizational structure <ul style="list-style-type: none"> o Lists o Recipes o "How to" o Simple description o Notes 		<ul style="list-style-type: none"> - Title or opening sentence gives topic - Middle follows topic - Follows organizational structure appropriate to form <ul style="list-style-type: none"> o Recipe o "How to" o Instructions o Description o Simple research o Simple experiments o Letters - May have conclusion
Word Choice	<ul style="list-style-type: none"> - Uses one word descriptors 		<ul style="list-style-type: none"> - Uses words related to topic - Uses descriptive words (simple adjectives and adverbs) to create an image 		<ul style="list-style-type: none"> - Word choice is appropriate for intended audience - Uses words related to topic - Uses some descriptive words to create an image
Sentence Fluency			<ul style="list-style-type: none"> - Uses simple declarative sentence patterns 		<ul style="list-style-type: none"> - Uses a variety of simple sentence patterns (statements, questions, exclamations)
Voice	<ul style="list-style-type: none"> - Begins to engage (attracts and sustains) audience 		<ul style="list-style-type: none"> - Writing is individual (sounds like the child is talking or telling the information) - Writing engages audience (is interesting) 		<ul style="list-style-type: none"> - Writing engages audience (is interesting) - May show emphasis by using <ul style="list-style-type: none"> o Different sizes of printing o Underlining o Repeated punctuation

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Conventions	<ul style="list-style-type: none"> - Connects some sounds to letters when writing (initial consonants) - Copies environmental print and words of personal significance (self and family) - Uses some upper and lower case letters - Capitalizes first letter of own name 		<ul style="list-style-type: none"> - Uses a mixture of approximated and conventional spelling - Capitalizes first letter of names, "I", and the beginning of sentences - Uses periods at the end of sentences - Errors may e distracting but basic communication is understandable 		<ul style="list-style-type: none"> - Uses conventional spelling for most familiar or high frequency words - Uses spelling generalizations, patterns, and structural analysis - Sometimes uses periods, question marks, and exclamation marks - Errors may be distracting but basic communication is understandable

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