

Grade One Narrative Assessment Rubric

	Meets Kindergarten Learning Outcome Standards	Approaching 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"> - Content and characters usually tell about personal experiences - Writing focuses on a topic - Story may include a problem - Writing includes a few details - Writing makes sense independent of context-setting illustration 		<ul style="list-style-type: none"> - Uses familiar events and ideas as a starting point for writing - Writing focuses on a topic - Story includes problem (usually stated as one of the events) - 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 o simple pattern books - Begins to sequence events 		<ul style="list-style-type: none"> - Models familiar text structure <ul style="list-style-type: none"> o Simple stories o Journals o Bed-to-bed stories o Simple description o Simple letter - Story usually has a beginning - Story may have a middle and/or end 		<ul style="list-style-type: none"> - Story has a beginning, middle, and end - Beginning of story identifies <ul style="list-style-type: none"> o Characters o Problem - Middle includes some actions/events - Ending is usually brief and/or predictable and may not be connected to the story
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 descriptive words that may include adverbs and/or similes to create an image
Sentence Fluency			<ul style="list-style-type: none"> - Uses a variety of simple 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 story) - Writing engages audience (is interesting) 		<ul style="list-style-type: none"> - Writing is individual (sounds like the child is talking or telling the story) - Writing engages audience (is interesting) - May show emphasis by using <ul style="list-style-type: none"> o Different sizes of print o Underlining o Repeated punctuation

	Kindergarten	Approaching One	Meets Grade One Learning Outcome Standards	Excels at One	Grade Two
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 be 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

DRAFT