

## Rubric for Opinion Writing—Grade 1

	<b>Pre-Kindergarten</b> (1 POINT)	1.5 PTS	<b>Kindergarten</b> (2 POINTS)	2.5 PTS	<b>Grade 1</b> (3 POINTS)	3.5 PTS	<b>Grade 2</b> (4 POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer told about something she liked or disliked with pictures and some "writing."	Mid-level	The writer told, drew, and wrote his opinion or likes and dislikes about a topic or book.	Mid-level	The writer wrote her opinion or her likes and dislikes and said why.	Mid-level	The writer wrote his opinion or his likes and dislikes and gave reasons for his opinion.	
<b>Lead</b>	The writer started by drawing or saying something.	Mid-level	The writer wrote her opinion in the beginning.	Mid-level	The writer wrote a beginning in which he got readers' attention. He named the topic or text he was writing about and gave his opinion.	Mid-level	The writer wrote a beginning in which she not only gave her opinion, but also set readers up to expect that her writing would try to convince them of it.	
<b>Transitions</b>	The writer kept on working.	Mid-level	The writer wrote his idea and then said more. He used words such as <i>because</i> .	Mid-level	The writer said more about her opinion and used words such as <i>and</i> and <i>because</i> .	Mid-level	The writer connected parts of his piece using words such as <i>also</i> , <i>another</i> , and <i>because</i> .	
<b>Ending</b>	The writer ended working when he had said, drawn, and "written" all he could about his opinion.	Mid-level	The writer had a last part or page.	Mid-level	The writer wrote an ending for his piece.	Mid-level	The writer wrote an ending in which she reminded readers of her opinion.	
<b>Organization</b>	On the writer's paper, there was a place for the drawing and a place where she tried to write words.	Mid-level	The writer told his opinion in one place and in another place he said why.	Mid-level	The writer wrote a part where she got readers' attention and a part where she said more.	Mid-level	The writer's piece had different parts; he wrote a lot of lines for each part.	
								TOTAL
<b>Elaboration*</b>	The writer put more and then more on the page.	Mid-level	The writer put everything she thought about the topic (or book) on the page.	Mid-level	The writer wrote at least one reason for his opinion.	Mid-level	The writer wrote at least two reasons and wrote at least a few sentences about each one.	(X2)

\* Elaboration and Description 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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<b>DEVELOPMENT</b>								
<b>Description*</b>	The writer said, drew, and "wrote" some things about what she liked and did not like.	Mid-level	The writer had details in pictures and words.	Mid-level	The writer used labels and words to give details.	Mid-level	The writer chose words that would make readers agree with his opinion.	(X2)
								TOTAL
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	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 her figure out how to spell other words.	
<b>Punctuation</b>	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 put in the apostrophe.	
								TOTAL

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### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Description 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 from 1–4.

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