

1st Primary Scoring Rubric

IDEAS AND CONTENT		*BENCHMARK		
1 - Beginner	2 - Borrower	3 - Experimenter	4 - Meaning Maker	5 - Experienced Writer
-Uses marks and/or random letters -Lacks focus, print just fills the space -Picture does not support text	-Uses “words” and pictures to express ideas -Print is not always interpretable w/o help -Picture begins to support text	-Uses text and picture to express ideas -Begins to create an idea using more than one sentence related to topic	-Uses text and picture to express clear messages -Uses multiple sentences to add detail connected to the topic	-Uses text and pictures to express a focused, clear message -Uses multiple sentences to enrich ideas or extend story -Incorporates significant detail to enhance meaning -Creates writing that explains, gives directions, tells a story, expresses an opinion, describes
CONVENTIONS				
1 - Beginner	2 - Borrower	3 - Experimenter	4 - Meaning Maker	5 - Experienced Writer
-Attempts words -Draws to convey meaning -Plays with random letters	-Uses capitals randomly -May use periods and other punctuation marks randomly -Writes one to several sight words -Usually writes left to right	-Uses capitals and lower case (often correctly) -Uses periods, (often correctly) may attempt other punctuation -Puts spaces between words -Spells several sight words	-Uses capitals and lower case with fair consistency -Uses periods, exclamation points, question marks with fair consistency -Spells most sight words and some challenging words correctly	-Uses wide range of conventions accurately -Creates easy to read text with few distractions or errors -Spells most sight words and many challenging words correctly -Uses some difficult conventions correctly: e.g., apostrophes, commas, question marks, exclamation points
VOICE				
1 - Beginner	2 - Borrower	3 - Experimenter	4 - Meaning Maker	5 - Experienced Writer
-Voice...just... missing...	-Uses BIG LETTERS to show importance, strong feelings -Uses exclamation points/underlining to show emphasis	-Uses expressive language -Creates tone that reflects feelings -Puts moments of voice throughout text	-Creates some text recognizable as “this child’s piece” -Elicits emotional response in reader	-Creates lively, engaging, personal text -Creates writing that is fun to read aloud -Provokes strong reader response

ORGANIZATION		*BENCHMARK		
1 - Beginner	2 - Borrower	3 - Experimenter	4 - Meaning Maker	5 - Experienced Writer
-Fills space randomly -Disjointed collection of thoughts	-Hard to follow even with effort -Topic/main idea sentence and/or closing sentence missing	-Writes more than one sentence on the same topic -Topic/main idea sentence and/or closing sentence need work -Attempts logical order/sequence	-Writes a topic/main idea sentence and closing sentence - Developing logical order/sequence - Attempts connecting words - Two or more detail sentences related to topic	-Writes a topic/main idea sentence -Provides closure (with final sentence) -Follows logical order/sequence -Connects ideas -Uses appropriate transitions -Three or more detail sentences related to the topic
WORD CHOICE				
1 - Beginner	2 - Borrower	3 - Experimenter	4 - Meaning Maker	5 - Experienced Writer
-Words chosen at random-something to fill the page -Apparent struggle to get words on paper	-Borrows simple words -Chooses favorite words	-Uses many simple, familiar words -Uses sight words with ease -Has personal bank of favorite words -Attempts new or unfamiliar words	-Writes with variety-dares to try new, less familiar words -Uses descriptive words and phrases -Uses some strong verbs -Uses words to create images or add clarity, detail	-Uses vivid, expressive language that creates imagery or sensory impressions -Writes with vocabulary that may extend well beyond spelling ability -Sometimes uses striking unexpected phrases -Uses many strong verbs -Stretches for the “right words”
SENTENCE FLUENCY				
1 - Beginner	2 - Borrower	3 - Experimenter	4 - Meaning Maker	5 - Experienced Writer
-Hard to read, even with effort -Hard to tell where sentences begin	-Attempts to write sentences -Writes text with a “sentence look” that may not be translatable	-Writes more than one sentence -Usually write sentences that complete a thought -Attempts longer sentences -Favors sentence patterns	-Creates easy-to-read text -Writes multiple sentences -Begins to show variety in sentence lengths, patterns, beginning	-Reads text that sounds fluent read aloud -Consistently writes complete sentences -Creates text that is easy to read with expression -Writes longer (complex or compound) sentences -Experiments with dialogue