



THREE VILLAGE CENTRAL SCHOOL DISTRICT ELEMENTARY WRITING RUBRIC Grades 1 & 2

	1 st Grade: Level 1	1 st Grade: Level 2 2 nd Grade: Level 1	1 st Grade: Level 3 2 nd Grade: Level 2	1 st Grade: Level 4 2 nd Grade: Level 3	2 nd Grade: Level 4
Ideas & Organization <i>How the writer develops topics and puts ideas together</i>	<p style="text-align: center;">Ideas</p> <ul style="list-style-type: none"> — An oral explanation by the writer is needed to understand the message — Uses drawings and/or random letters to express ideas <p style="text-align: center;">Organization</p> <ul style="list-style-type: none"> — Lines, pictures, or letters are randomly placed on the page 	<ul style="list-style-type: none"> — The reader gets the basic idea but needs the writer's assistance to comprehend it fully — Uses drawings, letters and simple sentences to express ideas in the most general way <ul style="list-style-type: none"> — Left-to-right, top-to-bottom orientation is evident — The piece has a simple title, often resembling a sentence — The story has a basic order 	<ul style="list-style-type: none"> — The idea is written in simple sentences with a few details present to enhance the main idea — The writing is made up of several sentences on one topic <ul style="list-style-type: none"> — Writes text that makes sense and is understandable to the reader — Includes a basic beginning, middle, and end 	<ul style="list-style-type: none"> — The writing works by itself to explain a simple idea, but some information may be missing or irrelevant <ul style="list-style-type: none"> — The title states the central idea (ex: My Dog) — Includes a basic beginning, middle, and end with some detail 	<ul style="list-style-type: none"> — Uses many sentences to develop ideas and topics — Begins to plan, revise and edit with support <ul style="list-style-type: none"> — The title, if present, is thoughtful and effective — Uses a more developed beginning, middle, and end to support the organization of the writing
Conventions <i>The correct use of spelling, capitalization, punctuation, and grammar</i>	<ul style="list-style-type: none"> — Begins to use letter knowledge to represent initial sounds in words — Spacing is uneven between letters and words — Punctuation is not present 	<ul style="list-style-type: none"> — Begins to use letter sounds when writing words; first applied to the beginning of words, then to the end — Begins to spell some early high frequency words correctly (me, the, went, etc...) — Appropriate spacing between letters and words is present — Experiments with punctuation and capitalization 	<ul style="list-style-type: none"> — Usually represents most sounds in words — Begins to recognize and apply simple spelling patterns (hat, top, man, etc...) — Increases the number of correctly spelled high frequency words — Begins to use simple capitalization and end punctuation rules 	<ul style="list-style-type: none"> — Begins to apply a variety of spelling rules and patterns to words — Continues to increase the number of correctly spelled high frequency words — Capitalizes sentence beginnings frequently — End punctuation marks are frequently used correctly 	<ul style="list-style-type: none"> — Applies a variety of spelling rules and patterns to many words — Increases the number and complexity of correctly spelled high frequency words — Capitalizes sentences beginnings and names (titles, proper nouns, dates, etc...) — End punctuation is usually correct; internal punctuation may be missing or incorrect

Level 1 – Below Grade Level Standards
 Level 2 – Approaching Grade Level Standards

Level 3 – Meets Grade Level Standards
 Level 4 – Exceeds Grade Level Standards



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Craft <i>How the writer uses personality, descriptive language and sentence style</i>	Voice	<ul style="list-style-type: none"> — Communicates feelings through pictures and a word or two 	<ul style="list-style-type: none"> — The text begins to sound the way the writer speaks in one or two places 	<ul style="list-style-type: none"> — The text begins to sound the way the writer speaks in several places — The writer begins to communicate feelings through BIG bold letters, exclamation points, underlining, repetition and/or pictures 	<ul style="list-style-type: none"> — The text frequently sounds the way the writer speaks — The writer consistently communicates feelings through BIG bold letters, exclamation points, underlining, repetition and/or pictures 	<ul style="list-style-type: none"> — The text consistently sounds the way the writer speaks — Demonstrates an awareness of audience
	Sentence Fluency	<ul style="list-style-type: none"> — Combines words to make short, perhaps repetitive phrases or sentences (ex: I like..., I like...) 	<ul style="list-style-type: none"> — Sentences remain short and perhaps repetitive 	<ul style="list-style-type: none"> — Sentences are simple and usually short — May attempt compound sentences using simple conjunctions such as “and” or “but” 	<ul style="list-style-type: none"> — Sentences are increasing in length at times — Varied sentence beginnings occur in one or two places 	<ul style="list-style-type: none"> — Sentences are consistently increasing in length — Varied sentence beginnings occur frequently
	Word Choice	<ul style="list-style-type: none"> — Attempts words from the board, displays, or word walls — Letter strings can be read as words even though spacing and spelling may be incorrect 	<ul style="list-style-type: none"> — The writer takes a risk by trying out a new word or two — Conventional letters and or words may be present 	<ul style="list-style-type: none"> — Most words make sense but rarely capture the reader’s interest — The reader begins to see what the writer is describing 	<ul style="list-style-type: none"> — Word choices begin to capture reader’s interest 	<ul style="list-style-type: none"> — The writer begins to go beyond ordinary words, capturing the reader’s interest in several places

REVISED: June 2011 Adapted from: The Six Traits of Writing – Culham, 2007

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