

**Argument/Opinion Standards-Referenced Rubric
GRADE 1**

	4 Exceeds Standard	3 Meets Standard	2 Partially Meets Standard	1 Below Standard
Organization and Content 1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion or preference, supply a fact (e.g., because race cars go faster than...) or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion (e.g., it makes me laugh; that was the scariest part).	<p>The writing introduces a clear topic or <i>name of the book</i> they are writing about.</p> <p>The writing states an opinion or preference with two relevant facts and/or reasons that support the opinion.</p> <p>The writer uses linking words to connect the reasons.</p> <p>The writing provides one or more concluding sentences that restate or paraphrase the opinion.</p>	<p>The writing introduces a topic or <i>name of the book</i> they are writing about.</p> <p>The writing supplies a relevant fact or reason that supports the opinion or preference.</p> <p>Uses transitional/linking words to signal event order</p> <p>The writing provides a concluding statement that restates their opinion related to a feeling or emotion.</p>	<p>The writing attempts to introduce a topic or <i>name of the book</i> they are writing about.</p> <p>The writing supplies a fact or reason that is irrelevant to the opinion or preference.</p> <p>Limited use of transitional/linking words to signal order</p> <p>The writing attempts a concluding statement that is related to the opinion.</p>	<p>The writing lacks an opinion, or preference about something or <i>part of a book</i>.</p> <p>The writing does not use a relevant fact and/or reason to develop points/topic.</p> <p>No use of transitional/linking words or only uses transitional/linking words without events.</p> <p>The writing does not attempt a concluding statement that is related to the opinion.</p>
Language, Structure and Style 1.L.1a Print all upper- and lowercase letters 1.L.1b Use common, proper, and possessive nouns. 1.L.1e Use verbs to convey a sense of past, present, and future 1.L.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<p>Prints all upper and lower case letters correctly</p> <p>Uses common, proper, possessive, and collective nouns correctly.</p> <p>Uses verb tenses and plural nouns correctly, including irregular forms.</p> <p>Produces, expands, and rearranges simple and compound sentences.</p>	<p>Prints all upper and lower case letters correctly.</p> <p>Uses some common, proper, and possessive nouns correctly.</p> <p>Uses singular and plural nouns correctly matching verbs in basic sentences (i.e. hops).</p> <p>Produces correct simple and compound sentences.</p>	<p>Prints many upper and lower case letters correctly.</p> <p>Uses few common, proper, and possessive nouns correctly.</p> <p>Uses some singular and plural nouns with correctly matching verbs.</p> <p>Produces mostly correct simple and compound sentences.</p>	<p>Prints few upper and lower case letters correctly.</p> <p>Does not use common, proper, and possessive nouns correctly</p> <p>Does not use singular and plural nouns with correctly matching verbs.</p> <p>Produces mostly incorrect simple and compound sentences.</p>

<p>Conventions</p> <p>1.L.2a Capitalize dates and names of people</p> <p>1.L.2b,c Use end punctuation for sentences. Use commas in dates and to separate single words in a series</p> <p>1.L.2 d, e Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</p>	<p>The writing demonstrates correct <u>capitalization with proper nouns, the first word in a sentence</u> and titles; minor errors do not interfere with readability.</p> <p>The writing uses commas and end punctuation correctly; minor errors do not interfere with readability.</p> <p>The spelling is correct and does not detract from the readability of the writing; demonstrates above grade level spelling.</p>	<p>The writing demonstrates correct <u>capitalization with proper nouns and the first word in a sentence</u>; minor errors do not interfere with readability.</p> <p>The writing uses commas and end punctuation correctly most of the time.</p> <p>The grade level spelling is generally correct and does not detract from the readability of the writing; unknown words are spelled phonetically.</p>	<p>The writing demonstrates correct capitalization and errors may interfere with readability.</p> <p>The writing uses commas and end punctuation correctly some of the time.</p> <p>Spelling exhibits consonant and short vowel sound errors and begins to detract from the readability of the writing; spells simple words phonetically.</p>	<p>The writing demonstrates incorrect capitalization and errors interfere with readability.</p> <p>The writing uses commas and end punctuation incorrectly or not at all.</p> <p>Writing exhibits little to no sound/spelling correspondence of consonants and short vowels; spells little to no simple words phonetically.</p>
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- *An underlined phrase is not explicit in the Language Standard, but thought to be important by the committee.*
- *A phrase in italics only to be used in scoring if a mentor text was used in the prompt.*