# Narrative Text-Based Writing Rubric

# Grade 1

|  | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
| --- | --- | --- | --- | --- |
| Reading/ Research  (only if applicable) | The writing –   * makes effective use of available resources * effectively uses relevant and sufficient text support from the provided resources with accuracy | The writing –   * makes adequate use of available resources * uses relevant and sufficient text support from the provided resources with accuracy | The writing –   * makes limited use of available resources * inconsistently uses relevant and sufficient text support from the provided resources with accuracy | The writing –   * makes inadequate use of available resources * fails to use relevant and sufficient text support from the provided resources with accuracy |
| Development | The writing –   * skillfully recounts two or more appropriately sequenced events * skillfully includes some details regarding what happened * demonstrates effective use of writing process (using technology if applicable) ∆ | The writing –   * recounts two or more appropriately sequenced events * includes some details regarding what happened * demonstrates adequate use of writing process (using technology if applicable) ∆ | The writing –   * attempts to recount two or more appropriately sequenced events * includes insufficient details regarding what happened * demonstrates limited use of writing process (using technology if applicable) ∆ | The writing –   * fails to recount two or more appropriately sequenced events * includes few, if any, details regarding what happened * demonstrates inadequate use of writing process (using technology if applicable) ∆ |
| Organization | The writing –   * skillfully uses temporal words to signal event order * skillfully provides some sense of closure | The writing –   * uses temporal words to signal event order * provides some sense of closure | The writing –   * uses some temporal words to signal event order * attempts to provide some sense of closure | The writing –   * uses few, if any, temporal words to signal event order * fails to provide some sense of closure |
| Language/ Conventions | The writing –   * demonstrates a well-developed command of standard English conventions * has sentences that are skillfully constructed with appropriate variety in length and structure | The writing –   * demonstrates a command of standard English conventions; errors do not interfere with understanding * has sentences that are generally complete with appropriate variety in length and structure | The writing –   * demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding * has some sentence formation errors and/or lack of sentence variety | The writing –   * demonstrates a weak command of standard English conventions; errors interfere with understanding * has frequent and severe sentence formation errors and/or lack of sentence variety |

∆ Added by NCSD #1 *Used with permission from:* Theresa Bennett/Denise Weiner/Denise Allen