

GRADE 1 NARRATIVE WRITING

See scoring note on next page.	1 Below Basic	2 Basic	3 Proficient	4 Advanced
STRUCTURE				
Overall	The writer told a story with pictures and some “writing.”	The writer told, drew, and wrote a whole story.	The writer wrote about when he/she did something.	The writer wrote about one time when he/she did something.
Lead	The writer started by drawing.	The writer had a page that showed what happened first.	The writer tried to make a beginning for his/her story (e.g., started with a sound word).	The writer thought about how to write a good beginning & chose a way to start his/her story. He/she chose the action, talk, or setting that would make a good beginning.
Transitions	The writer made no attempt.	The writer used <i>and</i> .	The writer used words such as <i>and</i> and <i>then so</i> .	The writer told the story in order by using words such as <i>when</i> , <i>then</i> , and <i>after</i> .
Ending	The writer made no attempt.	The writer had a last part in his/her story.	The writer found a way to end his/her story (e.g., used an action or feeling sentence).	The writer chose the action, talk, or feeling that would make a good ending.
Organization	On the writer’s paper, there was a place for drawing and a place where he/she tried to write words.	The writer’s story had a beginning, a middle, and an end.	The writer attempted beginning, middle, and end parts in his/her story.	The writer wrote a lot of lines for each part (i.e., beginning, middle, and end) of the story.
DEVELOPMENT				
Elaboration	The writer put more and then more on the page.	The writer’s story indicated who was there, what they did, and how the characters felt.	The writer included characters and what they did and/or said.	The writer tried to bring his/her characters to life with details, talk, and actions.
Craft	The writer drew and used labels.	The writer drew & wrote some details about what happened.	The writer used some details in his/her writing.	The writer chose strong words that would help readers picture his/her story.
LANGUAGE CONVENTIONS				
Spelling	The writer attempted to write words.	The write wrote a letter for the sounds he/she heard. The writer used the word wall to help him/her spell.	The writer used chunks of words (e.g., <i>at</i> , <i>op</i> , <i>it</i> , etc.) to spell. The writer used the word wall to help him/her spell other words.	The writer used spelling patterns (<i>tion</i> , <i>er</i> , <i>ly</i> , etc.). The writer spelled all of the word wall words correctly & used the word wall to help him/her.
Conventions	The writer sometimes spaced written words correctly. The writer begins & ends a few sentences with capitalization & punctuation.	The writer put spaces between words. The writer begins and ends some sentences with capitalization and punctuation.	The writer always puts a space between words. The writer begins and ends most sentences with capitalization and punctuation.	The writer begins and ends all sentences with capitalization and punctuation. The writer uses commas in dates and lists.

Scoring Directions

Please note: As you assess students' writing, you can indicate ½ points and also "0's". For example, if a student does not attempt a lead the teacher would mark that component as a 0. If a student did not consistently put spaces between the words in their sentences their score would be 1.5.

Compiling the Scores

In each row, highlight the descriptor in the column that matches the student's work. **Scores in the categories of Elaboration and Craft are worth double the point value.** Total the number of points and then track students' progress by seeing when the total points increase.

Overall Score _____

Lead Score _____

Transition Score _____

Ending Score _____

Organization Score _____

Elaboration _____ x 2 = _____

Craft Score _____ x 2 = _____

Spelling Score _____

Conventions Score _____

Total Score _____

Number of Points	Scaled Score*
1—11	1
12—22	2
23—33	3
34—44	4

***The Scaled Score is recorded on the Class Report Form and the Consolidated Report Form.**