

## GRADE 1 OPINION WRITING

See scoring note on next page.	1 (Below Basic)	2 (Basic)	3 (Proficient)	4 (Advanced)
<b>STRUCTURE</b>				
<b>Overall</b>	The writer told about something he/she liked or disliked with pictures and some “writing.”	The writer told, drew, and wrote his/her opinion or likes and dislikes about a topic or book.	The writer wrote her opinion or her likes and dislikes and said why.	The writer wrote his/her opinion or his/her likes and dislikes and gave reasons for his/her opinion.
<b>Lead</b>	The writer made a drawing of his/her idea and wrote a few words about it.	The writer wrote her opinion in the beginning.	The writer wrote a beginning in which he got readers’ attention. He/she named the topic or text he/she was writing about and gave his/her opinion.	The writer wrote a beginning in which he/she not only gave his/her opinion but also set readers up to expect that his/her writing would try to convince them of it.
<b>Transitions</b>	The writer made no attempt.	The writer wrote his/her idea and then said more. He/she used words such as <i>because</i> /	The writer wrote several ideas about his/her opinion and used words such as <i>and</i> and <i>because</i> .	The writer connected parts of his/her piece using words such as <i>also</i> , <i>another</i> , and <i>because</i> .
<b>Ending</b>	The writer attempted an ending (e.g., “the end”).	The writer had a last part in his/her piece.	The writer wrote an ending for his/her piece.	The writer wrote an ending in which he/she reminded readers of his/her opinion.
<b>Organization</b>	The writer had a space for his/her picture and a space for words.	The writer told his/her opinion in one place, and in another place he/she said why.	The writer wrote a part where he/she got the readers’ attention and a part where he/she said more.	The writer’s piece had different parts; he/she wrote a lot of lines for each part.
<b>DEVELOPMENT</b>				
<b>Elaboration</b>	The writer stated an opinion (e.g., “I liked it.”).	The writer included more than one thought about the topic or book.	The writer wrote at least one reason for his/her opinion.	The writer wrote at least two reasons and wrote at least a few sentences about each one.
<b>Craft</b>	The writer said, drew, and “wrote” some things about what he/she liked and did not like.	The writer had details in pictures and words.	The writer used labels and words to give details.	The writer chose words that would make readers agree with his/her opinion.
<b>LANGUAGE CONVENTIONS</b>				
<b>Spelling</b>	The writer tried to make 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 for words (e.g., <i>at</i> , <i>op</i> , <i>it</i> , etc.) to help him/her spell. The writer used the word wall to help him/her spell words.	The writer used what he/she knew about spelling patterns (e.g., <i>tion</i> , <i>er</i> , <i>ly</i> , etc.). The writer spelled all of the word wall words correctly and used the word wall.
<b>Conventions</b>	The writer could label pictures.  The writer could write his/her name.	The writer usually put spaces between words. The writer began and ended some sentences with capitalization and punctuation.	The writer always spaced written words correctly. The writer began and ended most sentences with capitalization and punctuation.	The writer began and ended sentences with accurate capitalization & punctuation. Quotation marks used correctly.

**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 haphazardly (*not "usually"*) uses spacing 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.