

Grade 1

Writing & Language Rubric: conventions

<p>4 Exceeding</p>	<ul style="list-style-type: none">• Consistently applies conventional spelling patterns and rules to spell unknown words.• Applies grade level punctuation and capitalization at all times.• Consistently uses nouns and verbs tenses properly.• Produces complete sentences with grade appropriate grammar.
<p>3 Proficient</p>	<ul style="list-style-type: none">• Consistently applies conventional spelling patterns and rules to spell unknown words with few errors• Consistently applies grade level punctuation and capitalization.• Consistently uses nouns and verbs tenses properly with few errors• Produces complete simple sentences with grade appropriate grammar.
<p>2 Approaching</p>	<ul style="list-style-type: none">• Inconsistently applies conventional spelling patterns and rules to spell unknown words.• Inconsistently applies grade level punctuation and capitalization• Occasionally uses nouns and verbs tenses properly.• Inconsistently produces complete simple sentences with grade appropriate grammar.
<p>1 Below</p>	<ul style="list-style-type: none">• Does not apply conventional spelling patterns and rules to spell unknown words.• Rarely applies grade level punctuation and capitalization.• Lacks the use of nouns and verbs tenses properly.• Struggles to produce complete simple sentences with grade appropriate grammar.

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Writing & Language Rubric: Genre

Opinion/ informative/ Narrative

<p>4 Exceeding</p>	<ul style="list-style-type: none">• Expresses thoughts clearly and logically in all written pieces.• Consistently uses elements of the writing process (plan, edit, revise) to compose a text.• Consistently able to use personal experiences and/ or facts from research, in writing pieces. (includes several facts, reasons, or details to strongly support purpose)
<p>3 Proficient</p>	<ul style="list-style-type: none">• Expresses thoughts clearly and logically in most written pieces.• Occasionally uses elements of the writing process (plan, edit, revise) to compose a text.• Occasionally able to use personal experiences and/ or facts from research, in writing pieces. (includes at least 2 facts, reasons, or details to support purpose)
<p>2 Approaching</p>	<ul style="list-style-type: none">• Expresses thoughts clearly and logically in some written pieces.• Inconsistently uses elements of the writing process (plan, edit, revise) to compose a text.• Inconsistently able to use personal experiences and/ or facts from research, in writing pieces. (includes two facts, reasons, or details to slightly support purpose)
<p>1 Below</p>	<ul style="list-style-type: none">• Unable to express thoughts clearly and logically in written pieces.• Unable to follow the writing process. Requires teacher assistance• Rarely able to use personal experiences and/ or facts from research, in writing pieces.

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Speaking and Listening Rubric

4 Exceeding	<ul style="list-style-type: none">• Consistently participates in appropriate above grade level conversations with adults and peers.<ul style="list-style-type: none">○ Asking and answering questions through multiple exchanges.• Consistently produces complete sentences and thoughts when speaking to adults and peers.<ul style="list-style-type: none">○ Student engages in a conversation with adults that is coherent and appropriate for topic.
3 Proficient	<ul style="list-style-type: none">• Occasionally participates in appropriate grade level conversations with adults and peers.<ul style="list-style-type: none">○ Asks and answers questions through several exchanges• Occasionally produces complete sentences and thoughts when speaking to adults and peers.<ul style="list-style-type: none">○ Student has coherent thoughts and complete sentences when speaking to others with few errors.
2 Approaching	<ul style="list-style-type: none">• Inconsistently participates in appropriate grade level conversations with adults and peers.<ul style="list-style-type: none">○ Rarely asks or answers questions during a conversation.• Inconsistently produces complete sentences and thoughts when speaking to adults and peers.<ul style="list-style-type: none">○ Student rarely has coherent thoughts and complete sentences when speaking to others.
1 Below	<ul style="list-style-type: none">• Unable to participate in appropriate grade level conversations with adults and peers.<ul style="list-style-type: none">○ Unable to carry on a conversation back and forth verbally• Unable to produce complete sentences and thoughts when speaking to adults and peers.<ul style="list-style-type: none">○ Student does not have coherent thoughts or complete sentences when speaking to others. Others are unable to understand what is being said.