

First Grade Writing Scoring Tool

Name _____ Date _____ Teacher _____
Quarter 1- ELA1W1 The student begins to demonstrate competency in the writing process.

Writing Checklist- Check skills student has mastered.

- _____ Describe an experience in writing.
 _____ Write in complete sentences with correct subject-verb agreement.
 _____ Rereads writing to self and others
 _____ Print with appropriate letter formation and spacing between words and sentences.
 _____ Use correct punctuation (.)
 _____ Use correct capitalization for initial letter in sentence
 _____ Use common rules of spelling.

	3		2		1
	Exceeds	Meets	Progressing	Does not meet	
Ideas	<ul style="list-style-type: none"> Sustained focus on the purpose of the writing task and point of view Relevant examples, facts, and details are used Complete information to tell a story including character development, plot, setting in narrative writing 	<ul style="list-style-type: none"> Consistent focus on the purpose of the writing task Includes relevant examples, facts, and /or details are used Sufficient information to tell a story with some character development in a narrative writing 	<ul style="list-style-type: none"> Some awareness of the purpose of the writing task Limited relevant examples, facts, and /or details are used Insufficient information to tell a story characters listed rather than developed 	<ul style="list-style-type: none"> Confused in purpose of the writing task Examples and details are irrelevant Insufficient information to tell a story 	
Organization	<ul style="list-style-type: none"> Topic clear and developed: organizes content and ideas in a logical way, includes a strong introduction (beginning), body (middle) and conclusion (end) with fluent transitions 	<ul style="list-style-type: none"> Topic clear and developed: organizes content and ideas in a logical way, includes a introduction (beginning), body (middle) and conclusion (end) although transitions may not be fluent 	<ul style="list-style-type: none"> Topic clear even though development is incomplete or loosely organized Ideas are not arranged in a meaningful order 	<ul style="list-style-type: none"> No evidence of topic or organizational plan 	
Style	<ul style="list-style-type: none"> Consistent use of descriptive adjectives, verbs, and interesting language 	<ul style="list-style-type: none"> Some descriptive adjectives, verbs, and interesting language 	<ul style="list-style-type: none"> Language is simple with little or no use of descriptive adjectives, verbs, and interesting language 	<ul style="list-style-type: none"> Language is imprecise 	
Conventions	<ul style="list-style-type: none"> Consistently clear and correct sentences w/ a variation in sentence structure Consistently correct spelling, grammar, mechanics, and usage. Mistakes do not detract from clarity and meaning. 	<ul style="list-style-type: none"> Majority of clear and correct sentences w/ a variation in sentence structure Generally correct spelling, grammar, mechanics, and usage. Mistakes do not detract from clarity and meaning. 	<ul style="list-style-type: none"> Frequent incorrect and unclear sentences w/ little or no variation in sentence structure Some mistakes in spelling, grammar, mechanics, and usage. Somewhat detracts from clarity and meaning. 	<ul style="list-style-type: none"> Severe mistakes in sentence structure Severe mistakes in spelling, grammar, mechanics, and usage. Completely detracts from clarity and meaning. 	

	3	2	1
Report card	Consistently and independently describes an experience in writing of appropriate length with adequate use of ideas, organization, style and conventions.	Needs assistance to describe an experience in writing and /or writing is not an appropriate length with adequate use of ideas, organization, style and conventions	Does not describe an experience in writing of appropriate length with limited use of ideas, organization, style and conventions.