

Prairie-Hills School District 144
Narrative Writing Rubric Grade K-1

Holistic Score	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Setting CCSS*:W – 3	<input type="checkbox"/> Establishes a well-elaborated piece of writing to narrate a single event or several linked events	<input type="checkbox"/> Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events	<input type="checkbox"/> Attempts to use a combination of drawing, dictating, and writing to narrate a single event. Missing information provides confusion.	<input type="checkbox"/> Uses drawing and dictating to narrate a single event.
Organization /Plot CCSS: W – 3	<input type="checkbox"/> Uses temporal words to signal event order	<input type="checkbox"/> Tells about events in the order in which they occurred	<input type="checkbox"/> Events are present but may not be in the order of which they occurred	<input type="checkbox"/> No events are present
Narrative Techniques CCSS: W - 3	<input type="checkbox"/> Includes details to describe a reaction to what happened	<input type="checkbox"/> Provides a reaction to what happened	<input type="checkbox"/> Provides an inappropriate or confusing reaction to what happened	<input type="checkbox"/> Provides no reaction to what happened
Language- Conventions of Grammar and Usage CCSS: L – 1a	<input type="checkbox"/> Prints all upper and lower case letters correctly <input type="checkbox"/> Demonstrates mastery of proper spacing between all words and word placement on the lines	<input type="checkbox"/> Prints many upper and lower case letters correctly <input type="checkbox"/> Demonstrates proficiency of proper spacing between most words and word placement on the lines	<input type="checkbox"/> Prints some upper and lower case letters correctly <input type="checkbox"/> Demonstrates some proficiency of proper spacing between words and word placement on the lines	<input type="checkbox"/> Prints few upper and lower case letters correctly <input type="checkbox"/> Demonstrates little to no proficiency of proper spacing between words and word placement on the lines
Language – Conventions of Capitalization, Punctuation, and Spelling CCSS: L – 2, a-d	<input type="checkbox"/> Capitalizes first word in a sentence, “I,” and proper nouns correctly <input type="checkbox"/> Uses end punctuation correctly <input type="checkbox"/> Uses conventional spelling for words with common spelling patterns <input type="checkbox"/> Spells irregular and/or high-frequency words correctly	<input type="checkbox"/> Capitalizes first word in a sentence and the pronoun “I” <input type="checkbox"/> Uses end punctuation <input type="checkbox"/> Writes letters for most consonant and short-vowel sounds <input type="checkbox"/> Spells simple words phonetically	<input type="checkbox"/> Capitalizes first word in a sentence and the pronoun “I” occasionally <input type="checkbox"/> Uses end punctuation incorrectly <input type="checkbox"/> Inconsistently writes letters for consonant and short-vowel sounds <input type="checkbox"/> Spells some simple words phonetically	<input type="checkbox"/> Does not capitalize first word in a sentence or the pronoun “I” <input type="checkbox"/> Does not use end punctuation <input type="checkbox"/> Writes letters with little to no sound/spelling correspondence of consonants and short vowels <input type="checkbox"/> Spells few to no simple words phonetically

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “L”= Language strand)

Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (K) as well as the subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 1st grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing R-L= Reading – Literature L=Language

Strand (Domain)	Kindergarten	1st
Writing	<p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>
Language- Conventions of Grammar and Usage	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
Language – Conventions of Capitalization, Punctuation, and Spelling	<p>(Note – these standards correspond in order to how they are arranged in the last box of the table.)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships 	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.