



Primary Writing Rubric

Grades 1, 2

Score	6 Exceptional	5 Strong	4 Proficient	3 Simplistic	2 Limited	1 Not Clear	
<b>Ideas</b>	*The <b>big idea is clear</b> , stays on topic, and contains <b>details</b> that are <b>relevant, accurate, and specific</b> . <b>Development is generous and complete</b> . <b>More than one paragraph</b> is present.	*The <b>big idea is clear</b> , topic is narrowed, <b>usually stays on topic</b> . <b>Supporting details are relevant, logical, and mostly accurate</b> . Development is <b>complete</b> .	*The big idea is clearly stated. Focus is generally on topic and <b>details build upon the writing</b> . The <b>development</b> is building.	<b>P r o f i c i e n t</b>    <b>E m e r g i n g</b>  	*The <b>big idea is evident, but is not clearly stated</b> . <b>Development is present, yet basic and general</b> .	*Ideas are <b>unclear</b> ; print sense is just beginning. Support, focus, and <b>development are not present</b> .	
<b>Organization</b>	*The <b>structure showcases the main idea</b> . <b>Transitions are smooth and varied</b> . Inviting <b>lead/conclusion</b> . <b>Sequencing</b> shows planning for impact.	*The <b>structure is easy to follow</b> . Transitions are <b>somewhat varied</b> . <b>Sequence is sound</b> , inviting lead/conclusion. Format is clear.	*The <b>organizational structure</b> is clear, complete and predictable. Structure is strong enough to <b>move the reader through the text</b> without confusion. Attempts transitions from sentence to sentence. Beginning, Middle, and predictable Ending are present.		*The <b>structure is present</b> . A bare beginning and middle are present-no end. <b>Transitions are missing</b> or rely on connectives (“and”, “then”). <b>Sequencing is simplistic</b> .	*The <b>structure is starting to emerge</b> . Transitions and sequencing are <b>not present</b> . A beginning is present with no middle or end. <b>Formatting signs emerging</b> -left to right orientation, spacing, grouping evident.	*The <b>structure is not present</b> . There are <b>no transitions, sequencing, or evidence of a beginning/middle/or end</b> .
<b>Voice</b>	* <b>Exceptional expression</b> of feeling, commitment to topic. <b>Exceptional audience awareness</b> ; compelling to read. Individual and sincere, unique expression.	*The writer’s feelings are <b>loud and clear; engages the audience</b> . <b>Individual and sincere expression</b> .	* Identifiable feelings present. Audience awareness is present. The audience can interpret how the writer <b>feels about the topic</b> . <b>Writing is individual and expressive</b> .		* <b>Feeling is expressed</b> predictably in a <b>few words/punctuation</b> (“fun”, “like”). <b>Audience awareness is present in a general way</b> .	*A <b>general feeling is captured</b> in words. <b>Audience awareness is not yet present</b> or clear. Individual expression is indistinct.	* <b>Not enough text</b> is present to convey a mood or feeling. <b>Audience awareness and individual expressions are not yet present</b> .
<b>WORD CHOICE</b>	* <b>Word choice</b> includes <b>striking, memorable phrases</b> . Vocabulary shows <b>precision and accuracy</b> . <b>Avoids repetition</b> , clichés, or vague language.	*Text <b>conveys the message</b> . Word choice contains <b>moments of sparkle</b> , vocabulary is <b>expanding</b> and includes <b>vocabulary above grade level</b> .	*Words stand on their own to convey a simple message. Some repetition is present, with <b>Limited repetition of safe words</b> . Experiments with <b>new and different words</b> . Tries to choose words for <b>specificity</b> .		* <b>Word choice supports the topic</b> . Vocabulary is <b>limited</b> to “known” or “safe” words. <b>Repetition of “safe” words and phrases</b> .	* Words are <b>hard to decode</b> ; the <b>message is inferable, but not clear</b> . <b>Environmental words</b> used correctly.	* <b>No words are present</b> or a few words begin to emerge. <b>Vocabulary is borrowed from environmental words</b> . Author may repeat letters, alphabet, name, etc.
<b>Sentence Fluency</b>	* <b>Sentences vary</b> in structure and length. <b>Beginnings are varied</b> . Sentences are <b>smooth and fluid</b> , pleasant to read aloud.	*Several <b>sentences with more than one sentence pattern</b> . Sentence <b>beginnings are varied</b> . <b>Rhythm is more fluid</b> than mechanical; <b>easy to read aloud</b> .	* Some variety of sentence patterns. Rhythm is more mechanical than fluid. Connectives show some variation. The <b>text hums along</b> with a steady beat, but tends to be <b>more pleasant or musical</b> , more <b>mechanical</b> than fluid. <b>Not all sentences begin the same way</b> .		*Simple sentences are present and decodable. Sentences begin the same way (“I like”). <b>Rhythm is choppy and repetitive</b> . <b>Run-ons may be present</b> . Connective transitions serve as links between phrases (“and”, “then”).	*Parts of <b>sentences or word groups may be present</b> , such as an ending to a sentence, or an answer to a question (ex. “because cute”). <b>Rhythm and connectives are not present</b> .	* <b>No sentences or sentence parts are present in the text</b> . The marks, lines, or scribbles may <b>imitate</b> writing from left to right. <b>Words stand alone</b> . Connectives are not present.
<b>Conventions</b>	* <b>Accurate use of capitalization, punctuation, spelling, grammar, and paragraphing</b> . Grade level words and “hard” words spelled logically or accurately.	* <b>Mechanics usually correct for grade level</b> . End punctuation usually accurate-some varied uses. Paragraphing has first line indented.	* Capitals at the beginning of sentences and <b>proper nouns</b> . <b>Basic punctuation</b> is used <b>correctly</b> (period, question mark). <b>Frequently used words are spelled correctly</b> and <b>very close</b> on other words. <b>Paragraphs</b> not present.		*Capitalization of beginning sentence, names, title still <b>inconsistent</b> . <b>Usually uses end punctuation</b> . <b>Phonetic spelling decodable, accurate spelling of some words</b> . Grammatical construction is present, but missing parts.	* <b>Mechanics use is random and inaccurate</b> . Spelling of <b>simple sight words</b> accurate.	Mechanics are <b>not present</b> . Print sense is still <b>emerging</b> . Spelling is <b>pre-phonetic</b> .