

## Grade 1 Explanation Rubric

Child's Name: \_\_\_\_\_

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard					
Purpose (W.3.1.b, W.2)	Not Observed	1	2	3	4
to explain a phenomenon in sequence		Reflects a different purpose than required by the task.	Some sentences reflect an accurate purpose, but most do not.	Mostly accurate, but one or more sentences deviate from the purpose.	Accurate purpose, and all sentences support the genre purpose.
Structure (W.3.1.b, W.2)	Not Observed	1	2	3	4
<b>Phenomenon Statement:</b> names the phenomenon introduced in the explanation		With support, attempts to name and introduce the phenomenon, but most elements are inaccurate or unclear.	With support, attempts to name and introduce the phenomenon, but some elements are inaccurate or unclear.	With some support, accurately names and introduces the phenomenon.	Independently, accurately names and introduces the phenomenon.
<b>Explanation Steps:</b> includes all steps in the explanation, in order		Includes one step that does not accurately explain the phenomenon.	Includes one step to explain the phenomenon; or steps are unclear and/or do not accurately explain the phenomenon.	Includes two or more steps that accurately explain the phenomenon. Steps are in the correct order.	Includes all steps to accurately explain the phenomenon. Steps are in the correct order.
Language	Not Observed	1	2	3	4
<b>Verbs:</b> uses present tense action verbs (L.1.1.d)		Does not use present tense action verbs.	Uses some present tense action verbs.	Uses mostly present tense action verbs.	Uses all present tense action verbs.

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<b>Nouns:</b> general nouns are used, naming a group or class, rather than something specific (L.1.1.a)		Uses mostly specific nouns.	Switches between general and specific nouns.	Uses mostly general nouns.	Uses all general nouns.
Conventions	<b>Not Observed</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>Sentence Complexity</b> L.1.1.i		Errors in usage are frequent; sentences are often difficult to understand.	Writes in clear, simple sentences and phrases.	Writes in complete simple and compound sentences.	Uses a variety of simple and compound sentences.
<b>Capitalization</b> L.2.1.a		Minimal or incorrect use of upper case letters.	Inconsistently capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	Capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	No errors in capitalization.
<b>Punctuation</b> L.2.1.b		Errors in end punctuation are frequent, making the piece difficult to read.	Inconsistently uses end punctuation.	Correctly uses end punctuation.	Correctly uses commas and/or apostrophes, in addition to end punctuation.
<b>Spelling</b> L.2.1.d L.2.1.e		Errors in spelling are severe and often obscure meaning.	Includes frequent errors in the spelling of grade-appropriate words.	Uses conventional spelling for words with common patterns and for frequently occurring irregular words; spells untaught words phonetically.	Generalizes learned spelling patterns and shows evidence of using reference materials (sound walls, personal dictionaries, etc.) when writing words.