

Rubric

Writing – Write a Word (Grade 1)

Score	Descriptors
2	<p>The response is recognizable as the correct word.</p> <p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none">• All consonant and vowel sounds in the word are represented with the correct letters in the correct order.• Letters may be uppercase, lowercase, or reversed.
1	<p>The response is partially recognizable as the correct word.</p> <p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none">• The chosen letters demonstrate an awareness of phonics. At least half of the sounds in the word are represented with a phonemically logical letter.• Letters may be uppercase, lowercase, or reversed.
0	<p>The response does not address the demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none">• The response contains predominately incorrect letters that do not show phonemic awareness• Illegible• Only in a language other than English• Refusal

Nonscoreable code:

A = Blank

Rubric

Writing – Copy a Word (Grade 1)

Score	Descriptors
2	<p>The response is recognizable as the correct word.</p> <p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none">• All letters are copied legibly and in the correct order.• No letters are reversed.
1	<p>The response is partially recognizable as the correct word.</p> <p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none">• At least half of the letters in the response are copied legibly.• Letters may be reversed.
0	<p>The response does not address the demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none">• Illegible• Only in a language other than English• Refusal

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Writing – Storyboard (Grade 1)

Score	Descriptors
4	<p>Responses at the 4 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response contains vocabulary and sentence structures (simple and compound) that are appropriate. Word choice and grammar are generally accurate, but the response may contain a few noticeable errors that do not interfere with meaning. • Though many words in the response are spelled correctly, challenging or infrequent words may be spelled phonetically. • The student successfully responds to the topic and task by composing a narrative that recounts a coherent sequence of events. The response is organized, and uses temporal words and conjunctions to connect events in sequence.
3	<p>Responses at the 3 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response contains vocabulary and sentence structures that are appropriate, though the range may be somewhat narrow and errors may occasionally obscure meaning. • The response contains a mix of correctly and phonetically spelled words. • The narrative partially addresses the task, using information from the stimulus to describe a sequence of events. However, some details from the stimulus may be absent or incorrectly described in the response. There is organizational logic in part of the response, though the use of connecting or temporal words may be limited.
2	<p>Responses at the 2 level are typically characterized by:</p> <ul style="list-style-type: none"> • Limitations in the range of vocabulary and structures as well as frequent errors obscure meaning throughout much of the response, though a few parts of the response may be clear. • The response may contain a mix of correctly and phonetically spelled words as well as one or two unrecognizable words. • The narrative is limited in addressing the task and may be limited to the most basic information from the stimulus. Details are missing or irrelevant. Connections between ideas are missing or obscure.
1	<p>Responses at the 1 level are typically characterized by:</p> <ul style="list-style-type: none"> • The response consists of a few isolated English words related to the prompt or stimulus other than those included in the word bank. The words may be spelled phonetically. • Frequent and serious errors obscure meaning most of the time.
0	<p>The response does not address the communicative demands of the task.</p> <p>Responses at the 0 level are typically characterized by:</p> <ul style="list-style-type: none"> • Illegible • Only in a language other than English • Refusal • Off Task/Topic • Incomprehensible

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Writing – Write a Sentence (Grade 1)

Score	Descriptors
3	Responses at the 3 level are typically characterized by: <ul style="list-style-type: none">• The grammar and word choice are largely accurate.• Though many words in the response are spelled conventionally, challenging or infrequent words may be spelled phonetically.• The response is consistent with the picture.
2	Responses at the 2 level are typically characterized by: <ul style="list-style-type: none">• Though the student’s overall message may be understood, an error in grammar or word choice may interfere with meaning in part of the response.• The response contains a mix of conventionally and phonetically spelled words.• The response may be only broadly related to the picture.
1	Responses at the 1 level are typically characterized by: <ul style="list-style-type: none">• Errors in grammar and word choice obscure the overall meaning of the response.• The response contains at least one recognizable word spelled conventionally or phonetically that is not included in the word bank.• The response may be unconnected to the picture.
0	The response does not address the communicative demands of the task. Responses at the 0 level are typically characterized by: <ul style="list-style-type: none">• Illegible• Only in a language other than English• Refusal• Off Task/Topic• Incomprehensible

Nonscoreable code:

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