

Roxbury Public Schools Holistic Scoring Rubric: Grades 1 and 2

Revised: September 2010

STAGES	1	2	3	4	5
<p>Ideas</p> <p><i>Does the writer stay focused and share original and fresh information or perspective about the topic?</i></p>	<p>Topic is unclear or conveyed through sentence fragments/phrases, labels / word lists</p> <p>Details are missing, or if present, unclear</p>	<p>Topic is conveyed in a general way; story events are barely connected</p> <p>Minimal details are present</p>	<p>Topic is stated in text; storyline is present, but loosely put together</p> <p>Some ideas are supported with details but may lack focus</p>	<p>Topic or storyline is clear,</p> <p>Ideas are focused and supported with sufficient details</p>	<p>Topic is clear; topic is narrow; story is advanced</p> <p>Supporting details are accurate, relevant, high-quality, and support or extend topic</p>
<p>Organization</p> <p><i>Does the organizational structure enhance the ideas and make the piece easier to understand?</i></p>	<p>Beginning / ending is absent</p> <p>Transitions are not present</p> <p>Sequencing is not present</p>	<p>A beginning is present</p> <p>Transitions are starting to emerge</p> <p>Sequencing is limited or confusing</p>	<p>Beginning and <i>middle OR ending</i> are present, one component is missing (middle/ending)</p> <p>Transitions rely on connective "and"</p> <p>Sequencing is apparent</p>	<p>Beginning, middle, and predictable ending are present</p> <p>Simple transitions work in predictable fashion</p> <p>Sequencing is clear</p>	<p>Beginning attracts, middle works, ending leaves reader with a sense of closure / understanding of writer's message</p> <p>Story parts incorporated (setting, problem, turning point, solution)</p> <p>Transitions are varied</p> <p>Sequencing is purposeful</p>
<p>Voice</p> <p><i>Would you keep reading this piece if it was longer?</i></p>	<p>Voice is unclear / monotone</p> <p>Risk-taking is not evident</p>	<p>Voice is emerging</p> <p>Risk-taking is limited to "safe" choice</p>	<p>Voice is present</p> <p>Risk-taking may reveal a moment of sparkle</p>	<p>Voice supports writer's purpose</p> <p>Risk-taking provide a moment or moments of sparkle</p>	<p>Voice is engaging and enthusiastic for purpose; inspires reader enjoyment</p> <p>Risk-taking reveals moments of sparkle</p>
<p>Word Choice</p> <p><i>Do the words and phrases create vivid pictures in your mind?</i></p>	<p>Vocabulary relies upon environmental print</p> <p>No awareness of parts of speech exists</p>	<p>Vocabulary is limited to "safe", known words</p> <p>Basic verbs and nouns dominate piece</p>	<p>Vocabulary relies upon "safe" known words, yet an attempt to incorporate a few lesser-known words is beginning</p> <p>Adjectives begin to add description</p>	<p>Vocabulary is expanding / less common words are incorporated regularly</p> <p>Vivid words and phrases linger or help to create mental images, but occasionally the words are used inaccurately or seem overdone (Lively verbs, unique/specific nouns, descriptive adjectives)</p>	<p>Vivid words and phrases are used purposefully to create images or to have an impact on the reader / Placement of words is natural, not forced (figurative language/sensory details)</p> <p>Variety of parts of speech</p>
<p>Sentence Fluency</p> <p><i>Can you feel the words and phrases flow together as you read it aloud?</i></p>	<p>Words/phrases/sentence fragments are used</p>	<p>Simple, structured sentences are present</p>	<p>Simple sentences are used to convey meaning</p> <p>Variety in beginnings becomes apparent</p>	<p>Simple and compound sentences strengthen piece</p> <p>Sentence structure varies; different sentence types and syntactical patterns are explored</p>	<p>Consistently varied sentence construction enhances piece</p> <p>Sentence variety in length, sentence types, and syntactical patterns is consistent</p>
<p>Conventions</p> <p><i>How much editing would have to be done to be ready to share with an outside source?</i></p>	<p>Semi phonetic spelling is attempted</p> <p>No sense of punctuation exists</p> <p>Upper and lower case letters are sometimes interchanged</p>	<p>Phonetic spelling is used; some grade level high-frequency words are correct</p> <p>Ending punctuation exists</p> <p>Uppercase letters begin sentences</p>	<p>Transitional spelling of most words; many grade level high frequency words are correct</p> <p>Ending punctuation is usually correct; experiments with other punctuation</p> <p>Upper case letters begin most sentences and some proper nouns</p>	<p>Conventional spelling of most words; Spelling rules are transferred to lesser-known words; grade level high frequency words are spelled correctly;</p> <p>End punctuation is correct; some other punctuation is correct</p> <p>Upper case letters are more consistent and begin sentences and most proper nouns</p>	<p>Conventional spelling of nearly all words; high frequency words are spelled correctly;</p> <p>Punctuation is usually correct and is varied</p> <p>Upper case letters are consistently accurate for sentence beginnings, proper nouns, and titles</p>

Emergent Writer (EW) = developmentally the child's writing scores below 1