

Grade 1 Personal Recount Rubric

Child's Name: _____

Personal Recount Features

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) [DISCOURSE]	Not Observed	1	2	3	4
to document a sequence of events; to entertain		Reflects a different purpose than required by the task.	Some sentences reflect an accurate purpose, but most do not.	Purpose is mostly accurate, but one or more sentences deviate from the purpose.	Purpose is accurate, and all sentences support the genre purpose.
Structure (W.3.1.b, W.2, ELD- LA.1.Narrate.Expressive) [DISCOURSE]	Not Observed	1	2	3	4
Orientation: introduces who the story is about, where and when it happened, and what happened		Attempts to introduce the story with 1-2 elements that are unclear or off topic.	Attempts to introduce the story, but only includes 1-2 elements; OR includes 3-4 elements that are unclear or off topic.	Introduces who the story is about and when and where it happened.	Introduces who the story is about, where and when it happened, and what happened.
Sequence of Events: includes all events documented in sequence		Recounts a single event.	Recounts a single well-developed event, OR includes two events that are unrelated, not	Recounts two or more sequenced events. Includes some development of events.	Recounts and develops three or more sequenced events.

Writing U1 W8 D4

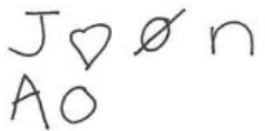
			sequenced, or not developed.		
Conclusion: concludes the recount with a final event, by talking about why the experience was important, or with a feeling	Ends with a conclusion: yes no If yes, which type of conclusion? final event feeling talking about why the experience was important				
Language [WORD/PHRASE] [SENTENCE]	Not Observed	1	2	3	4
Verbs: uses a variety of past tense verbs to develop the topic and characters (L.1.1.d, ELD-LA.1.Narrate.Expressive)		Verbs are written in different tenses. Repeats the same verbs; verbs do not develop the topic.	Most verbs are written in the past tense and relate to the topic.	Uses a variety of past tense verbs that develop the topic.	Uses a variety of past tense verbs that develop the topic. Verbs help to develop characters.
Adverbs: introduces new events with phrases that indicate when they happened ("The next day," rather than "Next") (L.1.1.f, ELD-		Minimal or no use of temporal words and phrases to signal event order.	Introduces some new events using temporal words, such as "first," "next," "then," and "last."	Introduces most new events using adverbs that describe <i>when</i> .	Introduces all new events using adverbs that describe <i>when</i> .

Writing U1 W8 D4

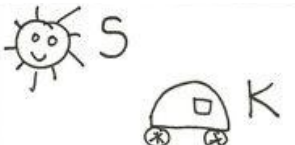
LA.1.Narrate.Expressive)					
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Means of Expression: Writing (including mark making and encoding) (W.3.1.b, L.1.1.a, L.1.1.c, L.1.1.d, L.1.1.e, L.1.1.f, L.1.1.g, L.2.1.a, L.2.1.b, L.2.1.c, L.2.1.d, L.2.1.e, ELD-LA.1.Narrate.Expressive)

**Note: The first grade expectation is to write whole sentences (Level 12).*

Makes random scribbles	Makes scribbles/marks deliberately to “label” their drawing and/or write their name	Intentionally writes mock letters to convey information	Intentionally writes strings of letters to convey information	Writes groups of letters with space in between to resemble words to tell a story/convey information
 1. Scribble Stage (Starting point any place on the page)	 2. Scribble (Left to right progression)	 3. Mock Letters (Can be personal or conventional)	 4. Letter String (Left to right and progressively downward)	 5. Groups of letters with space in between to resemble words
Labels picture with the initial sound of the word	Copies words from books and visuals	Represents words by writing the initial sound of each word	Represents words by writing the initial and final sounds of each word	Writes words using beginning, middle, and ending sound; uses some known words; attempts word spacing

Writing U1 W8 D4

 6. Picture Labeling (Matching beginning letter to sound)	desk door 7. Copies Environmental Print	I H A S (I have a sister) 8. Uses first letter of a word to represent the word	 Br 9. Uses beginning letter and ending letter to represent the word	I see the sci 10. Hears Medial Sounds (Writes word with beginning, medial and ending letters)
For students who are encoding sounds (6-10), record which consonant and short vowel sounds they are using: Consonant: Short Vowel:			Spells simple words phonetically; writes phrases that convey meaning and match the illustration	Uses conventional spelling for words with common spelling patterns and for frequently occurring irregular words (L.1.2e) and spells untaught words phonetically (L.1.2f); uses sentences with end punctuation (L.1.2b)
			My nis dres  11. Phrase Writing	This pumKn is min  12. Whole Sentence Writing

(*Evolution of a Child's Writing*, n.d.)

If a student reaches level 12, score Sentence Complexity and Conventions below.

Sentence Complexity

1	2	3	4
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Writing U1 W8 D4

Writes one simple sentence.	Writes simple sentences that include the first two indicators. May include others, but not all bolded indicators.	Expands sentences and engages and adjusts for audiences by including all indicators in bold.	Expands sentences and engages and adjusts for audiences by including all indicators in bold, plus additional indicators.
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Writes simple and compound sentences that include

- **Noun to state who or what the story is about (the white swans, Joey's big family) [WORD/PHRASE]**
- **Verbs to describe what characters do, think, feel, and say [SENTENCE] [WORD/PHRASE]**

Expands simple and compound sentences by including (check all that apply):

- Adjectives that expand noun groups to state who or what the story is about (the white swans, Joey's big family) [WORD/PHRASE]
- **Prepositional phrases to specify location and time (by the river, in the barn, during the summer, last year, every night) [WORD/PHRASE]**
- **Connectors to sequence time (first, next, and then), and events (before, after, later), and to combine and link event details (and, but, so) [DISCOURSE]**
- Pronouns, renaming, and synonyms to reference a character or idea across the text (my neighbor=Bob, the tree fort=my special place) [DISCOURSE] [WORD/PHRASE]

Engages and adjusts for audience through

Word choices to convey attitudes, develop suspense, share excitement (my best friend, really scary, wonderful!) [WORD/PHRASE]

Literary and familiar expressions (big, ugly monster; run, run as fast as you can!), sensory language (yucky) onomatopoeia (BOOM! CRASH!) to add interest; tone of voice and gesturing to tell a story [WORD/PHRASE]

Conventions

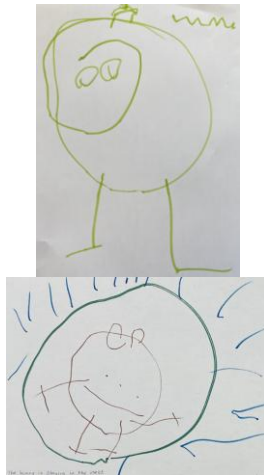
Conventions	Not Observed	1	2	3	4
Capitalization L.2.1.a		Minimal or incorrect use of uppercase letters.	Inconsistently capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	Capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates.	No errors in capitalization.
Punctuation		Errors in end punctuation	Inconsistently uses end	Correctly uses end	Correctly uses additional

Writing U1 W8 D4

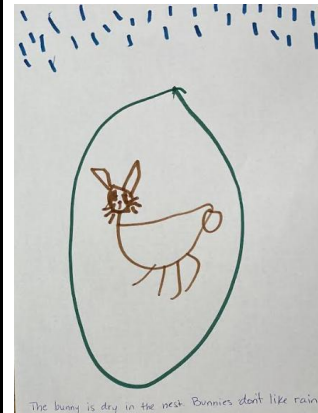
L.2.1.b L.2.1.c		are frequent, making the piece difficult to read.	punctuation and commas.	punctuation and uses commas in dates and to separate individual words in a series.	punctuation, such as apostrophes and quotation marks.
Spelling L.2.1.d L.2.1.e		Errors in spelling are severe and often obscure meaning.	Includes frequent errors in the spelling of learned spelling patterns and heart 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 (Foundations posters, Foundations Student Notebook, etc.) when writing words.

Means of Expression: Drawing (W.3.1.b, SL.3.1.b, ELD-SI.K-3.Narrate)

Makes random scribbles.	Intentionally draws an object, but it is not recognizable.	Makes a representational drawing that is recognizable.	Includes some details in a representational drawing.	Includes details and background in a representational drawing.
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- people are circles with lines attached
- images float on the page



- some details, unrealistic colors
- people include more detail
- images drawn on the bottom of the page



- multiple details, realistic colors
- people and objects drawn with detail, including facial expressions
- includes background
- Illustration clarifies ideas, thoughts, feelings

Writing U1 W8 D4

Means of Expression: Dictation (W.3.1.b, SL.3.1.a, SL.4.1, L.1.1.a, ELD-SI.K-3.Narrate, ELD-LA.1.Narrate.Expressive)

**Note: In first grade, students are expected to demonstrate understanding by writing, supported by illustration. Only score this section for children who are not yet demonstrating their understanding through writing.*

Create coherent spoken texts using... (WIDA Grade 1 PLDs for Expressive Communication): DISCOURSE Organization of language

single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose	sentences that convey an intended purpose with an emerging organizational pattern (one day, first, last, I think, etc.)	short texts that convey an intended purpose using basic connectors (first, and then, next)	text that conveys an intended purpose (retelling an experience) using generic (beginning, middle, end or sequencing) organizational patterns
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If a student dictates more than one sentence, indicate features of their oral sentence complexity below.

Sentence Complexity

Dictates simple and compound sentences that include

Noun to state who or what the story is about (the white swans, Joey's big family) [WORD/PHRASE]

Verbs to describe what characters do, think, feel, and say [SENTENCE] [WORD/PHRASE]

Expands simple and compound sentences by including (check all that apply):

Adjectives that expand noun groups to state who or what the story is about (the white swans, Joey's big family) [WORD/PHRASE]

Prepositional phrases to specify location and time (by the river, in the barn, during the summer, last year, every night) [WORD/PHRASE]

Connectors to sequence time (first, next, and then), and events (before, after, later), and to combine and link event details (and, but, so) [DISCOURSE]

Pronouns, renaming, and synonyms to reference a character or idea across the text (my neighbor=Bob, the tree fort=my special place) [DISCOURSE] [WORD/PHRASE]

Engages and adjusts for audience through

Word choices to convey attitudes, develop suspense, share excitement (my best friend, really scary, wonderful!) [WORD/PHRASE]

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Literary and familiar expressions (big, ugly monster; run, run as fast as you can!), sensory language (yucky) onomatopoeia (BOOM! CRASH!) to add interest; tone of voice and gesturing to tell a story [WORD/PHRASE]

Level of Teacher Support

Full teacher support to complete task	Teacher modeling of drawing or language	Prompts to add additional details	Independent
Describe teacher support/scaffolds:			

Standards

MA ELA

W.3.1.b Use a combination of drawing and writing to communicate a topic with details.
W.2 Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
SL.3.1.a Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.3.1.b Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
SL.4.1 Produce complete sentences when appropriate to task and situation.
L.1.1.i Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
L.1.1.b Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).
L.1.1.d Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).

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L.1.1.a Use common, proper, and possessive nouns. .
L.1.1.c Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).
L.1.1.e Use frequently occurring adjectives.
L.1.1.f Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).
L.1.1.g Use determiners (e.g., articles, demonstratives).
L.1.1.h Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).
W.3.1.a Print all upper- and lowercase letters.
L.2.1.b Use end punctuation for sentences.
L.2.1.a Capitalize dates and names of people.
L.2.1.c Use commas in dates and to separate single words in a series.
L.2.1.d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.2.1.e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.5.1.d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

WIDA

ELD-SI.K-3.Narrate	ELD-LA.1.Narrate.Expressive
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Writing U1 W8 D4

● Share ideas about one's own and others' lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Ask questions about what others have shared ● Recount and restate ideas ● Discuss how stories might end or next steps	Construct language arts narratives that ● Orient audience to story through... ○ Pictures, words, title, statements or common story expressions (Once upon a time) to introduce context [DISCOURSE] ○ Noun groups to state who or what the story is about (the white swans, Joey's big family) [WORD/PHRASE] ○ Simple statements to introduce the problem (They got lost.) [DISCOURSE] [SENTENCE] ○ Prepositional phrases to specify location and time (by the river, in the barn, during the summer, last year, every night) [WORD/PHRASE] ● Develop story events through... ○ Verbs to describe what characters do, think, feel, and say [SENTENCE] [WORD/PHRASE] ○ Connectors to sequence time (first, next, and then), and events (before, after, later), and to combine and link event details (and, but, so) [DISCOURSE] ○ Pronouns, renaming, and synonyms to reference a character or idea across the text (my neighbor=Bob, the tree fort=my special place) [DISCOURSE] [WORD/PHRASE] ○ Simple statement to provide closure (The End, And then we went home.) [DISCOURSE] [SENTENCE] ● Engage and adjust for audience through... ○ Pictures and other graphics to complement the storyline [DISCOURSE] ○ Word choices to convey attitudes, develop suspense, share excitement (my best friend, really scary, wonderful!) [WORD/PHRASE] ○ Literary and familiar expressions (big, ugly monster; run, run as fast as you can!), sensory language (yucky) onomatopoeia (BOOM! CRASH!) to add interest; tone of voice and gesturing to tell a story [WORD/PHRASE]
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