

WRITING PORTFOLIO GUIDE: Grade 1 Opinion Writing



Connecticut State Department of Education

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WRITING PORTFOLIO GUIDE: Grade 1 Opinion Writing

To develop and promote effective writing assessment resources that align to the Connecticut Core Standards, the Connecticut State Department of Education (CSDE) developed training materials to support classroom teachers' instruction of writing throughout the year. This particular Grade 1 guide includes a grade-appropriate text and an evidence-based writing prompt that was administered to over 100 first-grade students representing a range of writing abilities from across Connecticut. The CSDE collected and scored their responses with guidance from the Writing Assessment Advisory Committee.

These materials can be used for classroom-, building-, or district-level training to support evidence-based student writing.

Background

During the fall and early winter of 2016, English Language Arts (ELA) consultants from the CSDE visited over a dozen Grade 1 classrooms in Connecticut in which the text, *The Day the Crayons Quit*, written by Drew Daywalt, was read aloud to students. Following the reading, the class was provided a copy of the book for reference, a graphic of each crayon labeled by color that was referenced in the story, and the writing prompt to which the students responded. This process took approximately 50 minutes to complete.

Student responses were scored across three writing dimensions (Organization/Purpose, Evidence/Elaboration, and Conventions) using Connecticut-developed scoring rubrics aligned to the Smarter Balanced ELA Performance Task Writing Rubrics and the Connecticut Core Standards for Grade 1.

The collection represents a range in both depth and abilities. Examining student responses across the three dimensions for writing provides teachers with a closer look at individual and group strengths and weaknesses in writing. In particular, this writing prompt calls for students to use evidence-based examples in their written response. By looking more closely at the three scoring dimensions, teachers can provide students with specific tools and instruction needed to meet the grade-level expectations set in the standards.

The scoring rubrics were meant to be general and can be used with a variety of writing assignments across content areas and purposes. They can be used in part to focus on one particular dimension, such as using Evidence/Elaboration, or in their entirety to identify students' strengths and weaknesses in writing.

Student Exemplars

The exemplar set for grade 1 opinion writing contains a stimulus, an item stem, scoring rubrics, a Smarter Balanced Performance Task Conventions Scoring Chart, writing anchor papers, and a student-friendly rubric.

Directions for using this ELA/Literacy guide:

1. Start by reading the stimulus and the accompanying item stem.
2. Examine the specific rubrics for each dimension and score point.
3. Read through the condition code document to better understand how to score unusual responses.
4. Read the student's response each time a new rubric is used.

Writing Portfolio Guide Glossary

Source: informational or research-based texts from various academic disciplines for students to use as evidence or support in their writing.

Item Stem/Your assignment: a paragraph prompting the student to create a focused written response.

Anchor papers: examples of student responses and scoring comments ordered from high to low by score point. In this set of anchor papers, each student response received three annotated scores: a score for Organization/Purpose, a score for Evidence/Elaboration, and a score for Conventions.

Scoring Rubrics: a description of the item expectations that includes a description of response characteristics typically exhibited at each score-point to ensure consistent scoring.

Scores with Plus or Minus

Within a score point there are varying levels, from the low end of the point indicated by a minus sign, to the very high end of a score point, indicated by a plus sign. This allows us to differentiate when hand scoring between those students who are either barely within a score point and those that are close to the next score point. This additional information is beneficial when learning to score a paper and when determining next steps in instruction based on students' strengths and weaknesses.

Grade 1 Opinion Writing

Source: Daywalt, D. (2013). *The Day the Crayons Quit*. Philomel Books: New York, NY.

Item Stem/Your assignment: This story is about feelings or emotions. We all feel emotions; sometimes we feel happy or tired, embarrassed or frustrated. Now that you have listened to the story, decide which crayon feels the most like you do today. Are you happy like the green crayon? Are you feeling like the red crayon, tired, or are you determined like the yellow one? Of all the crayons we read about, which crayon do you feel the most like? Be sure to include the color of the crayon that feels most like you today, the reason for your opinion, and a conclusion to your response.

Grade 1 Opinion Writing Scoring Rubrics

Grade 1 Opinion Writing Rubric: ORGANIZATION/PURPOSE				
Score	4	3	2	1
Organization/Purpose	<p>The response is clearly organized and consistently focused. The response:</p> <ul style="list-style-type: none"> • clearly states an opinion about the topic • uses a structure that matches the purpose • provides a clear closure 	<p>The response is adequately organized and generally focused. The response:</p> <ul style="list-style-type: none"> • adequately states an opinion about the topic • provides an adequate structure • provides a sense of closure 	<p>The response is somewhat organized and is unevenly focused. The response:</p> <ul style="list-style-type: none"> • states an opinion that is somewhat unclear • begins to show emerging structure • provides a weak closure 	<p>The response lacks organization and/or focus. The response:</p> <ul style="list-style-type: none"> • lacks an opinion • uses a random or unclear structure • provides no closure

January 20, 2017

Grade 1 Opinion Writing Rubric: EVIDENCE/ELABORATION				
Score	4	3	2	1
Evidence/Elaboration	<p>The response provides convincing elaboration of the support/evidence for the opinion and supporting idea(s). The response:</p> <ul style="list-style-type: none"> • supports the opinion with multiple reasons related to the topic • effectively integrates evidence from experiences/sources • effectively uses vocabulary/language appropriate to the task (may mix precise and more general language) 	<p>The response provides adequate elaboration of the support/evidence for the opinion. The response:</p> <ul style="list-style-type: none"> • supports the opinion with a reason related to the topic • adequately integrates some evidence from experiences/sources • adequately uses vocabulary/language appropriate to the task (may mix general language with some precise language) 	<p>The response provides little elaboration of the support/evidence for the opinion. The response:</p> <ul style="list-style-type: none"> • provides a reason that is insufficiently connected to the opinion/topic • integrates some evidence from experiences/sources, but may be ineffective, awkward, or vague • uses some vocabulary/language appropriate to the task (simplistic language used) 	<p>The response does not provide relevant elaboration of the support/evidence for the opinion. The response:</p> <ul style="list-style-type: none"> • provides no support for the opinion/topic • integrates evidence from experiences/sources that is incorrect, irrelevant, or evidence is missing • uses vague, unclear, or confusing vocabulary/language

January 20, 2017

Grade 1 Opinion Writing Rubric: CONVENTIONS			
Score	2	1	0
Conventions	<p>The response demonstrates an adequate command of conventions. The response demonstrates:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions. The response demonstrates:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions. The response demonstrates:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling

January 20, 2017

CONVENTIONS
<p>Holistic Scoring:</p> <ul style="list-style-type: none"> Variety: A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling. Severity: Basic errors are more heavily weighted than higher-level errors. Density: The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Smarter Balanced — Conventions Chart — April 2014 Grades K–1

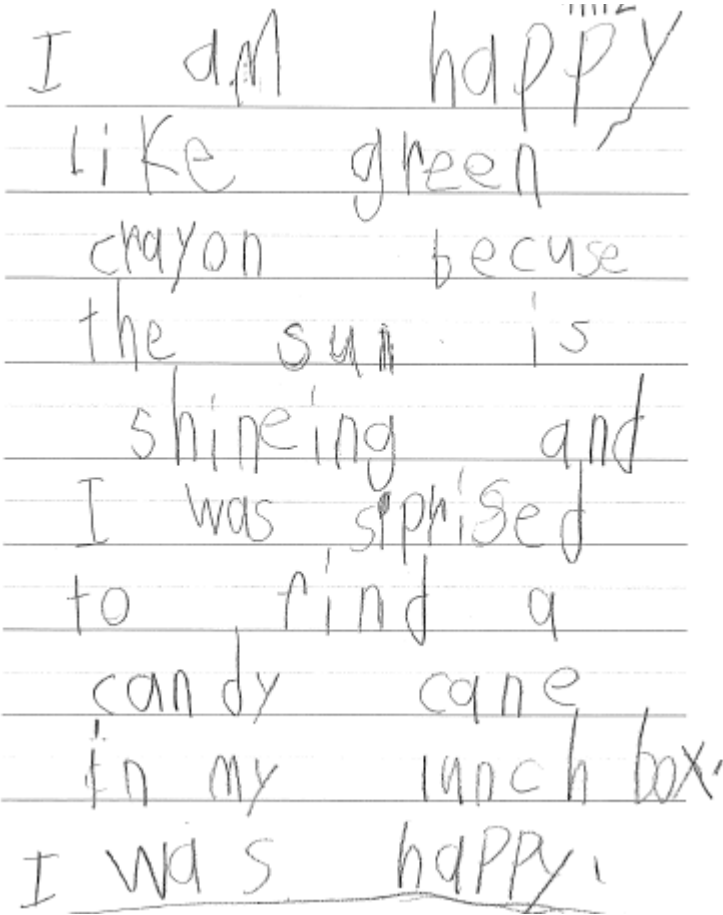
Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> • Use regular plural nouns correctly by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 	<p>Capitalize:</p> <ul style="list-style-type: none"> • the first word in a sentence. • the pronoun I. • names of people. • days of the week. • months of the year. 	<p>Use end punctuation for sentences.</p> <p>Use commas</p> <ul style="list-style-type: none"> • in dates. • to separate single words in a series. 	<p>Nouns:</p> <ul style="list-style-type: none"> • Correctly use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). <p>Verbs:</p> <ul style="list-style-type: none"> • Correctly use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). <p>Pronoun:</p> <ul style="list-style-type: none"> • Correctly use common personal, possessive, and in-definite pronouns (e.g., I, me, my; they, them, their; anyone, every-thing). <p>Determiners:</p> <ul style="list-style-type: none"> • Correctly use determiners (e.g., articles, demon-stratives). <p>Conjunctions:</p> <ul style="list-style-type: none"> • Correctly use frequently occurring conjunctions (e.g., and, so, but, because). 	<p>N/A</p>

Smarter Balanced Condition Code Categories

For the purposes of scoring open-ended responses on the summative test, including Performance Tasks, Smarter Balanced applies the following Condition Code Categories to capture those responses that do not fulfill the expectation of the test item. In some cases, a student may not provide a response, while another case may include a response unrelated to the question or topic being assessed. These codes allow the handscorer to categorize the type of response and provide more information than merely scoring it a zero.

Condition Codes	Smarter Balanced Condition Code Category Updated April 25, 2017
B	<p>Blank</p> <p>No response provided</p>
I	<p>Insufficient</p> <p>a. Student has not provided a meaningful response. Some examples:</p> <ul style="list-style-type: none"> • Random keystrokes/handstrokes • Undecipherable text • <i>I hate this test</i> • <i>I don't know, IDK</i> • <i>I don't care</i> • <i>I like pizza!</i> (in response to a reading passage about helicopters) • Response consists entirely of profanity <p>b. For ELA Full Writes, use "I" code (Insufficient) for responses described above and also if:</p> <ul style="list-style-type: none"> • student's original work is insufficient to determine whether he or she is able to organize, cite evidence/elaborate, and use conventions as defined in the rubrics; or • response is too brief to determine whether it is on purpose or on topic.
L	<p>Non-Scorable Language</p> <p>ELA/literacy: Language other than English and/or Mathematics: Language other than English or Spanish</p>
T	<p>Off Topic <i>for ELA Full Writes Only</i></p> <p>Definition: A writing sample will be judged off topic when the response is unrelated to the task or the sources, or shows no evidence that the student has read the task or the sources (especially for informative/explanatory and opinion/argumentative).</p> <ul style="list-style-type: none"> • Off-topic responses are generally substantial responses.
M	<p>Off Purpose <i>for ELA Full Writes Only</i></p> <p>Definition: A writing sample will be judged off purpose when the student has clearly not written to the purpose designated in the task.</p> <ul style="list-style-type: none"> • An off-purpose response addresses the topic of the task, but not the purpose of the task. • Note that students may use narrative techniques in an explanatory essay or use argumentative/persuasive techniques to explain, for example, and still be on purpose. • Off-purpose responses are generally developed responses (essays, poems, etc.) clearly not written to the designated purpose.

Grade 1 Anchor Sets

GRADE 1	P-1	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		4-	4+	2
 <p><i>"I am happy like green crayon because the sun is shining and I was surprised to find a candy cane in my lunch box. I was happy."</i></p>			<p>4-: The student clearly states an opinion and provides a brief closure that reiterates the opinion.</p>	
			<p>4+: The student, using appropriate language, supports the opinion with two valid and integrated reasons.</p>	
			<p>2: Although there are misspelled words, the student shows a phonetic understanding; students beyond first grade are expected to spell these words correctly. This paper demonstrates adequate control of conventions.</p>	

GRADE 1	P-2	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		4	4+	1+
<p>I feel sad like the beige crayon today for 2 reasons first my sister comes home before me. Second I'm at school and I want my mom. Your friend.</p> <p><i>"I feel sad like the beige crayon today for two reasons: first, my sister comes home before me. Second, I'm at school and I want my mom. Your friend ..."</i></p>			<p>4: The student clearly states an opinion for a well-structured response (2 reasons, first, second), although there is no closure.</p>	
			<p>4+: The student, using appropriate language, supports the opinion with multiple, integrated reasons.</p>	
			<p>1+: This response includes errors in capitalization and demonstrates a limited application of phonetic awareness when spelling.</p>	

GRADE 1	P-3	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		4-	4+	1

I feel happy
just like the
green crayon
because I like
going to school
and yesterday
it was my
birthday and
today I feel happy
~~to be six~~

"I feel happy just like the green crayon because I like going to school and yesterday it was my birthday and today I feel happy to be six."

4-: The student clearly states an opinion and attempts to sustain it though the response is somewhat list-like. The student provides a sense of closure.

4+: The student uses appropriate language to support the opinion with multiple, integrated reasons.

1: This response lacks punctuation. Errant capitals are used throughout, and there is limited phonetic awareness when spelling.

GRADE 1	P-4	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		4	4	0

I feel like the
 green crayon becas
 I feel HAPPY
 today becas I
 got to see
 my Dad befar
 my Dad went
 to work and
 I hugd my Dad
 beafar my Dad
 left I feel so
 HAPPY

- 4:** The student clearly states an opinion and provides closure. A focused organization supports the opinion.
- 4:** The student, using appropriate language, supports the opinion with multiple pieces of evidence.
- 0:** This response meets the criteria of errors in variety, severity, and density. There is a lack of punctuation that interferes with comprehension. The response lacks consistent capitalization and letter formation, with some written backward. The amount of errors in relation to the amount of writing places this response in the score point 0 category.

"I feel like the green crayon because I feel happy today because I got to see my dad before my dad went to work and I hugged my dad before my dad left. I feel so happy."

GRADE 1	P-5	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		4	3+	1
<p>I am tirk like red crayon becus I decrat my tree last night becus I stayd up lat that is wix I am tird.</p> <p><i>"I am tired like red crayon because I decorated my tree last night because I stayed up late. That is why I am tired."</i></p>			<p>4: The student clearly states an opinion and provides a basic closure that reiterates the opinion.</p>	
			<p>3+: There is one strong reason to support the opinion.</p>	
			<p>1: This response contains errors in capitalization, spelling, and basic sentence structure.</p>	

GRADE 1	P-6	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		4-	2-	2

I Feel like the green crayon because I am happy my friend Ashley hatched a poke-mon out of a egg, the egg hatched with help from the incubator, the egg said that she had to go two kilometers. She was going back to her house wich was more than two kilometers. The egg hatched in the car. I dont know what pokemon it is I was not there. Thats way I am happy.

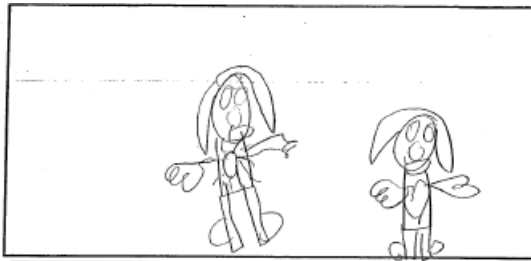
4-: The student presents an opinion, attempts to sustain that opinion, and provides closure.

2-: Although there is a lot of elaboration, it is awkward and ineffective as the student moves off on a tangent. The language used is more sophisticated than other papers (*incubator, kilometers*).

2: Although this response contains errors, the student demonstrates an adequate control of conventions.

"I feel like the green crayon because I am happy my friend Ashley hatched a Pokemon out of an egg. The egg hatched with help from the incubator. The egg said that she had to go two kilometers. She was going back to her house which was more than two kilometers. The egg hatched in the car. I don't know what Pokemon it is, I was not there. That's why I am happy."

GRADE 1	P-7	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3+	4+	0



I fell like green.
 because my sistre
 is happy. Evreday.
 I mack hrs happy.
 That macks me happy.



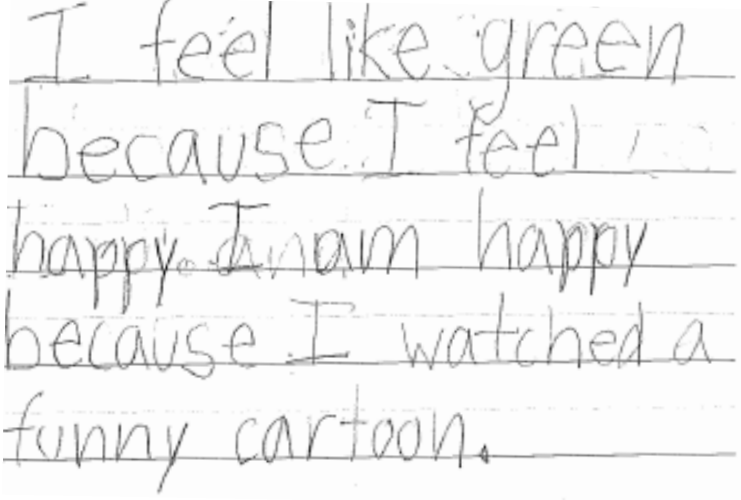
And she sesy fune
 Thigs to me and
 they mack me lafe
 so much. And som
 time i laf so much.
 I puon the floor

3+: The student clearly states an opinion yet provides no closure. This focused response does not end the writing formulaically, and leaves the reader without a sense of closure.

4+: The student, using appropriate language, supports the opinion with multiple, integrated reasons and an anecdote (*and sometimes I laugh so much I roll on the floor*).

0: This response uses inconsistent capitalization, frequently misspelled words, and random punctuation. Periods are inserted in the middle of sentences throughout the response.

"I feel like green because my sister is happy. Every day I make her happy. That makes me happy. And she says funny things to me and they make me laugh so much. And sometimes I laugh so much I roll on the floor."

GRADE 1	P-8	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3	3	2
 <p><i>"I feel like green because I feel happy. I am happy because I watched a funny cartoon."</i></p>		<p>3: The student states an opinion, but does not provide a sense of closure.</p>		
		<p>3: The student provides support for the opinion and elaborates with a specific detail.</p>		
		<p>2: The student demonstrates an adequate control of conventions.</p>		

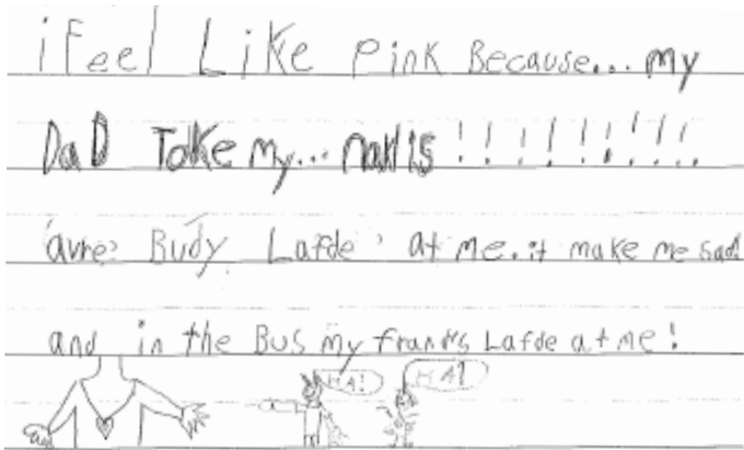
GRADE 1	P-9	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3	3	1-

I fee like the
red cran because i
am tired like red
cran. Because my
brother woke me
up he waxes up
early befor me that's
why i woke up.

"I feel like the red crayon because I am tired like red crayon. Because my brother woke me up. He wakes up early before me that's why I woke up."

- 3:** The student clearly states an opinion. This is a somewhat focused response, but does not provide a clear sense of closure.
- 3:** The student adequately integrates details to support the opinion. The language was a little confusing and redundant.
- 1-:** This response uses incorrect capitalization throughout and contains limited phonetic awareness when spelling.

GRADE 1	P-10	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3	3	0



*"I feel like pink because my dad took my necklace!
Everybody laughed at me. It made me sad and in
the bus my friends laughed at me."*

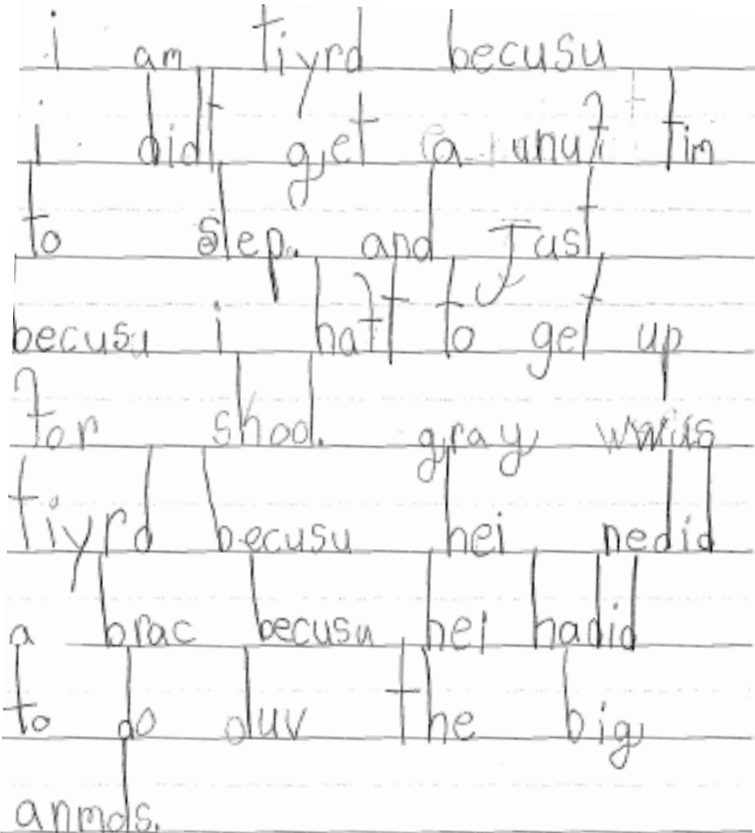
3: The student states an opinion, attempts to sustain that opinion, and provides a sense of closure, but it could be clearer.

3: The student integrates information to support the opinion and elaborates with specific details (*my friends laughed at me*). The language is general and the reader has to make the jump from pink crayon to how the student feels.

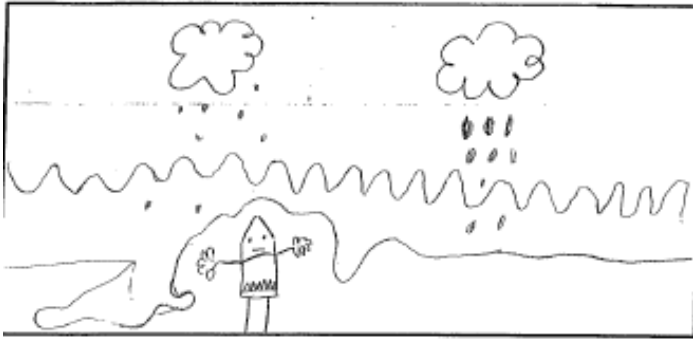
0: In this response, the inappropriate use of punctuation interferes with comprehension. There is inconsistent capitalization, and there is limited phonetic awareness when spelling.

GRADE 1	P-11	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2+	3	2-
<p>I am green because I like to work at school and I like to watch TV and that makes me happy! And I like Reading at school!</p>		<p>2+: The student states an opinion that is somewhat unclear (<i>I am green</i>). The response lacks a conclusion.</p>		
		<p>3: The student provides support for the opinion and elaborates with details (<i>I like to watch TV...I like reading</i>).</p>		
		<p>2-: This response contains inconsistent use of punctuation.</p>		

"I am green because I like to work at school and I like to watch TV and that makes me happy! And I like reading at school!"

GRADE 1	P-12	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2-	2+	0
 <p><i>"I am tired because I didn't get enough time to sleep. And just because I have to get up for school. Gray was tired because he needed a break because he had to do all of the big animals."</i></p>			<p>2-: The response is unevenly focused, even though the student provides an opinion. The response lacks a conclusion.</p>	
			<p>2+: The student provides support for the opinion with the integration of support for why the student felt tired and its connection with gray crayon. The student attempts to incorporate some evidence from the text (<i>he had to do all of the big animals</i>).</p>	
			<p>0: This response uses no capitalization, inconsistent punctuation, and includes frequently misspelled words. This response meets the criteria of errors in variety, severity, and density. The amount of errors in relation to the amount of writing places this response in the score point 0 category.</p>	

GRADE 1	P-13	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2	2	0



Some tims I need a
 Brek I feel like blue
 crayon

2: The student states an opinion.

2: The student provides support for the opinion (*Sometimes I need a break*).

0: This response lacks punctuation and does not demonstrate phonetic awareness when spelling.

"Sometimes I need a break. I feel like blue crayon."

GRADE 1	P-14	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2	2-	0

I like to go to
 specials because
 I like to play
 games because
 I get to play
 kick ball because
 it makes me happy
 because I feel
 like the green
 crayon :

"I like to go to specials because I like to play games because I get to play kick ball because it makes me happy because I feel like the green crayon."

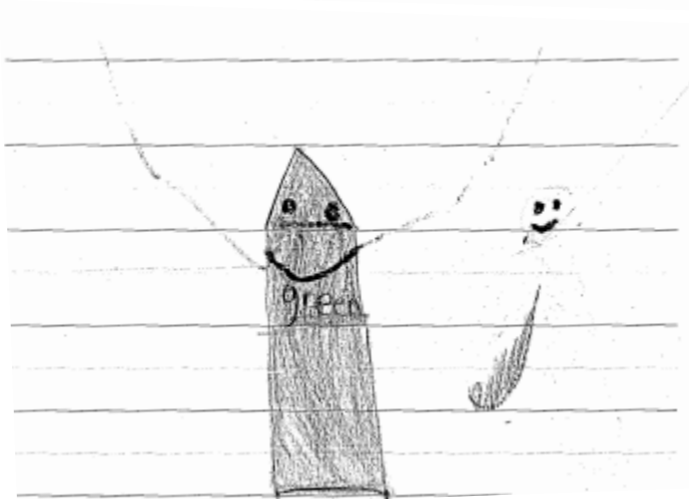
2: This response is unevenly focused and the opinion is stated at the end of the response.

2-: The student insufficiently connects details to the opinion, which is presented at the end of the response to provide support for the opinion (*because it makes me happy because I feel like the green crayon*).

0: This response lacks punctuation, capitalization, and contains run-on sentences. There is a limited phonetic awareness when spelling demonstrated by the high number of misspelled words.

GRADE 1	P-15	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2	1+	1-

I feel like
green crayon
because I
am happy
everything is awesome.



*"I feel like green crayon because I am happy.
Everything is awesome."*

2: The student adequately states an opinion; however, there is no closure. There is an emerging structure, but it is still weak. The last three words are seen as an attempt at a conclusion without repeating the opinion.

1+: There are no examples of what makes him/her happy. The evidence is missing.

1-: This response uses inconsistent capitalization and punctuation. There are many misspelled words, demonstrating limited phonetic awareness.

GRADE 1	P-16	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		1+	2-	1-

I FEEL Like
green BECAUSE
I FEEL happy
OF MY JOB! AND
MY JOB IS PASS
things that I
DON'T KNOW YET
WHAT DO YOU THINK?
BUT I STILL
LOVE MY JOB!

AND I AM HAPPY
BECAUSE I
GET EXERCISE
FROM RECESS
AND GYM AND THEN
I FEEL EXHAUSTED
JUST LIKE TIRED
CRAYON..... BUT
I GOT LITTLE
REST AND THEN
I WENT OUTSIDE AGAIN

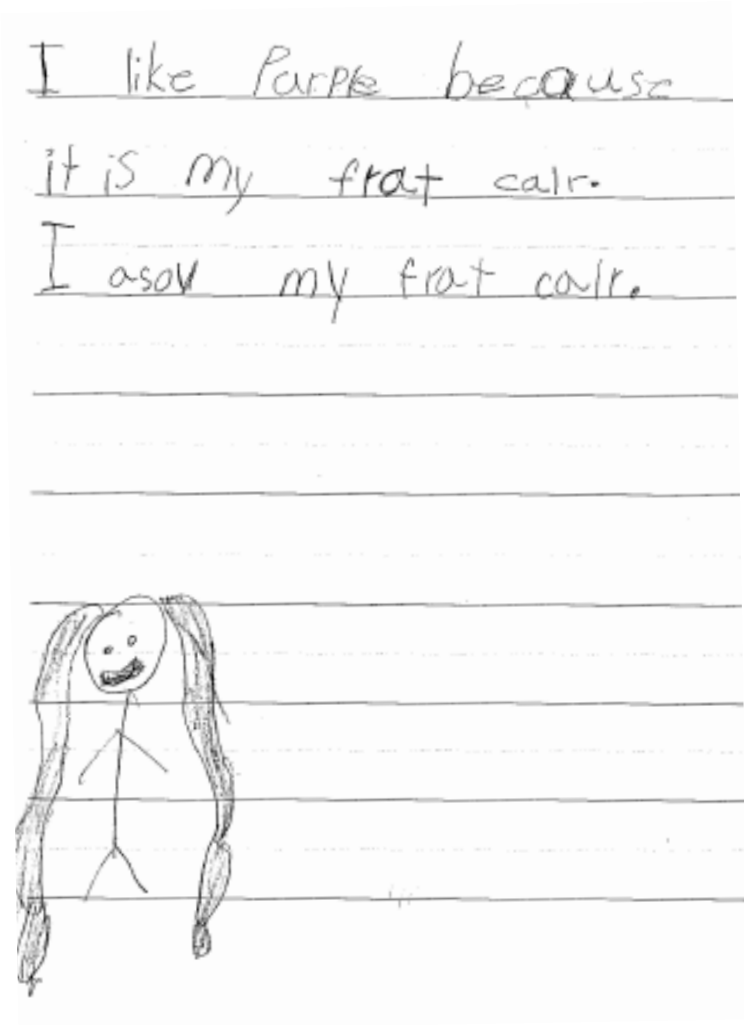
1+: Although the student provides an opinion, the response contains random details that are not well connected to the opinion and lacks a conclusion.

2-: The student insufficiently connects details to the opinion. The response lacks an appropriate style, and the reasons provided are awkward and ineffective (*What do you think? But I still love my job!*).

1-: This response uses inconsistent punctuation, capitalization, and contains run-on sentences and a limited awareness of phonetic understanding as evidenced by the high number of misspelled words.

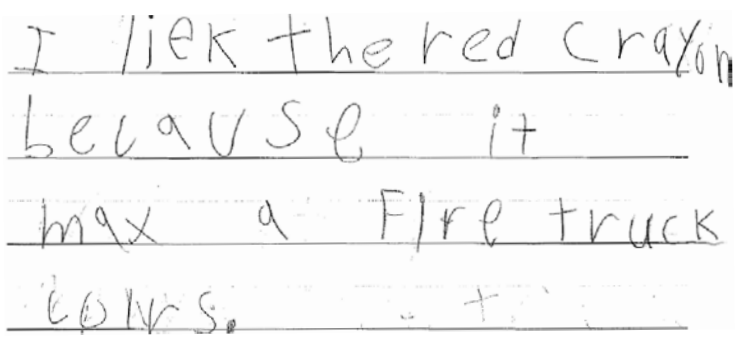
"I feel like green because I feel happy of my job! And my job is to pass things that I don't know yet. What do you think? But I still love my job! And I am happy because I get exercise from recess and gym and then I feel exhausted just like tired crayon. But I got a little rest and then I went outside again."

GRADE 1	P-17	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		1	1	0



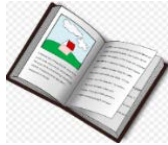





- 1:** The student does not integrate evidence to support the opinion.
- 1:** The student provides an opinion that does not directly support the prompt (*it is my favorite color*). The response also lacks a conclusion.
- 0:** This response uses incorrect punctuation and capitalization, and contains misspelled words.

*"I like purple because it is my favorite color.
I also my favorite color."*

GRADE 1	P-18	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		1	1	0
 <p><i>"I like the red crayon because it makes a fire truck colors."</i></p>		<p>1: The student provides an opinion that does not directly support the prompt (<i>it makes a fire truck color</i>). The response also lacks a conclusion.</p>		
		<p>1: The student does not integrate evidence to support the opinion.</p>		
		<p>0: This response uses inconsistent capitalization and contains misspelled words.</p>		

The following optional *First Grade Writer's Checklist* can be used or modified by the teacher to meet the appropriate writing objectives to assist classroom instruction.

First Grade Opinion Writer's Checklist						
I wrote an opinion and gave reasons to support my thoughts.						
I supported my opinion with important information and facts from the text.						
My reasons are explained in at least a few sentences for each example.						
I wrote a conclusion or ending that clearly connects to my opinion.						
I double-checked my writing for complete sentences, neatness, correct spelling, and punctuation.	 <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>Aa</td> <td>Bb</td> </tr> <tr> <td>Cc</td> <td>Dd</td> </tr> </table>	Aa	Bb	Cc	Dd	
Aa	Bb					
Cc	Dd					
I tried my best!	