



GUIDELINES TO SCORING SENTENCE STRUCTURE AND DESCRIPTIVE LANGUAGE IN FIRST GRADE WRITING (ADDENDUM TO WRITING STRATEGIES RUBRIC)

1. Examples of a variety of sentence structures

Sentences *without* varied sentence structure:

My dog is brown. My dog eats biscuits. My dog is happy.

Sentences *with* varied sentence structure:

My dog is brown. His favorite food is biscuits. They make him happy.

Extended sentences:

His favorite place is the park because we play ball there.
He likes to play ball in the park, so we go there every day.

Combined sentences:

These should be a combination of two otherwise complete sentences, such as:
He eats biscuits and plays with his ball.

Be cautious about giving credit for unintentional combined sentences, such as:
He eats and sleeps.

If there is more than one and, it is probably a run-on sentence.

Do not give credit for run-on sentences, such as:

He eats biscuits and plays with his ball and sleeps in his bed.

2. Examples of descriptive language

Students should be using increasingly sophisticated descriptive language. *Big, little, nice* and *good* should not count toward the use of adjectives in an Advanced Proficient piece.

Students should be using adjectives deliberately to count in an Advanced Proficient piece. This might be done where the adjective is placed in front of the noun, such as *The brown dog played with his ball*, and not limited to placing the adjective after the verb, as in *The dog is brown*.