

Kindergarten: Writing Rubrics

NOTE: The language in these rubrics has been adapted from the SBAC and PARCC rubrics. **The language in bold is taken directly from the CCSS.**

Opinion Writing Rubric: Kindergarten

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

| | | 4 – Advanced | 3 – Proficient | 2 – Developing | 1 – Beginning |
|------------------------------------|-------------------|--|--|--|---|
| Knowledge and Understanding | | | | | |
| A | RL/RI.K.10 | Demonstrates a deep understanding of topic or text | Demonstrates a clear understanding of topic or text | Demonstrates a limited understanding of topic or text | Does not demonstrate understanding, or shows a misunderstanding, of topic or text |
| Organization and Purpose | | | | | |
| B | W.K.1 | States a relevant opinion and supplies a reason that supports the opinion | States a relevant opinion | Opinion is unrelated to task | Opinion is not stated |
| C | | Briefly introduces the topic or text | Names the topic or text | Intended topic or text is unclear | Does not name the topic or text |
| Evidence and Elaboration | | | | | |
| D | L.K.6 | Effectively uses domain-specific vocabulary | Uses relevant words and phrases acquired through conversations, reading, being read to, and responding to texts | Uses a basic vocabulary | Uses a limited vocabulary |
| Conventions | | | | | |
| E | L.K.1f | Writes in simple and compound sentences | Writes in clear, simple sentences | Writes in simple sentences and phrases; occasional errors in usage do not interfere with meaning | Errors in usage are frequent; sentences are often difficult to understand |

| | | | | | |
|---|------------------|--|---|--|--|
| F | L.K.2a | Capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates; uses some end punctuation | Capitalizes the first word in a sentence and the pronoun <i>I</i> | Inconsistently capitalizes the first word in a sentence and the pronoun <i>I</i> | Randomly uses upper and lower case letters, making the piece difficult to read |
| G | L.K.2c L.K.2d | Uses conventional spelling for words with common patterns and high-frequency words | Spells simple words phonetically, drawing on knowledge of sound-letter relationships and writing a letter or letters for most consonant and short-vowel sounds | Writes a letter or letters for most initial and final consonant sounds | Shows little understanding of sound-letter relationships |

Informative/Explanatory Writing Rubric: Kindergarten

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

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|--|--------------|----------------|----------------|---------------|
| | 4 – Advanced | 3 – Proficient | 2 – Developing | 1 – Beginning |
|--|--------------|----------------|----------------|---------------|

Knowledge and Understanding

| | | | | | |
|---|------------|--|---|---|---|
| A | RL/RI.K.10 | Demonstrates a deep understanding of information and ideas | Demonstrates a clear understanding of information and ideas | Demonstrates a limited understanding of information and ideas | Does not demonstrate understanding, or shows a misunderstanding, of information and ideas |
|---|------------|--|---|---|---|

Organization and Purpose

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|---|-------|--------------------------------------|--|-------------------------------|---------------------------------------|
| B | W.K.2 | States a topic and maintains a focus | Names what they are writing about | Topic of the piece is unclear | Topic wanders or is unrelated to task |
|---|-------|--------------------------------------|--|-------------------------------|---------------------------------------|

Evidence and Elaboration

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|---|-------|--|---|--|---|
| C | W.K.2 | Relevant facts and details support the topic | Supplies some information about the topic | Supporting facts and details may be minimal, repetitive, vague and/or copied | Supporting facts and details are absent or irrelevant |
| D | L.K.6 | Appropriately uses academic and domain-specific vocabulary words | Uses words and phrases acquired through conversations, reading and being read to, and responding to text | Basic word choice and vocabulary | Vocabulary is very limited, repetitive |

Conventions

| | | | | | |
|---|--------|--|--|--|--|
| E | L.K.1f | Writes in simple and compound sentences | Writes in clear, simple sentences | Writes in simple sentences and phrases; occasional errors in usage do not interfere with meaning | Errors in usage are frequent; sentences are often difficult to understand |
| F | L.K.2a | Capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates; uses some end punctuation | Capitalizes the first word in a sentence and the pronoun <i>I</i> | Inconsistently capitalizes the first word in a sentence and the pronoun <i>I</i> | Randomly uses upper and lower case letters, making the piece difficult to read |

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|----------|--------------------------|--|---|---|--|
| G | L.K.2c L.K.2d | Uses conventional spelling for words with common patterns and high-frequency words | Spells simple words phonetically, drawing on knowledge of sound-letter relationships and writing a letter or letters for most consonant and short-vowel sounds | Writes a letter or letters for most initial and final consonant sounds | Shows little understanding of sound-letter relationships |
|----------|--------------------------|--|---|---|--|

Narrative Writing Rubric: Kindergarten

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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|--|--|--------------|-----------------------|----------------|---------------|
| | | 4 – Advanced | 3 – Proficient | 2 – Developing | 1 – Beginning |
|--|--|--------------|-----------------------|----------------|---------------|

Knowledge and Understanding

| | | | | | |
|----------|---------------------------------------|---|---|---|---|
| A | RL/RI.K.10 | Solidly connects to source materials and assigned topic | Connects to source materials and assigned topic | Connects loosely to source materials and assigned topic | Does not connect to source materials and assigned topic |
| B | Organization and Purpose W.K.3 | Narrates a series of connected events | Narrates a single event or several loosely linked events | Central event is vague or unclear | No central event is evident |
| C | | Organizes an event sequence that unfolds naturally | Tells about the events in the order in which they occurred | Order of events is unclear | Events are told out of sequence |

Evidence and Elaboration

| | | | | | |
|----------|--------------|--|--|--|--|
| D | W.K.3 | Provides a detailed and credible reaction to what happened | Provides a credible reaction to what happened | Reaction to events is confusing or does not make sense | Does not provide a reaction to what happened |
| E | L.K.6 | Demonstrates a rich and varied vocabulary | Uses words and phrases acquired through conversations, reading, and being read to | Basic word choice and vocabulary | Vocabulary is very limited, repetitive |

Conventions

| | | | | | |
|----------|--------------------------|--|---|--|--|
| F | L.K.1f | Writes in simple and compound sentences | Writes in clear, simple sentences | Writes in simple sentences and phrases; occasional errors in usage do not interfere with meaning | Errors in usage are frequent; sentences are often difficult to understand |
| G | L.K.2a | Capitalizes the first word in a sentence, <i>I</i> , names, and dates; uses some end punctuation | Capitalizes the first word in a sentence and the pronoun <i>I</i> | Inconsistently capitalizes the first word in a sentence and the pronoun <i>I</i> | Randomly uses upper and lower case letters, making the piece difficult to read |
| H | L.K.2c L.K.2d | Uses conventional spelling for words with common patterns and high-frequency words | Spells simple words phonetically, drawing on knowledge of sound-letter relationships and writing a letter or letters for most consonant and short-vowel sounds | Writes a letter or letters for most initial and final consonant sounds | Shows little understanding of sound-letter relationships |