

# Grade K: 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	<b>3 – Proficient</b>	2 – Developing	1 – Beginning
<b>Knowledge and Understanding</b>					
<b>A</b>	<b>RL/RI.K.10</b>	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
<b>Organization and Purpose</b>					
<b>B</b>	<b>W.K.1</b>	<b>States a relevant opinion and supplies a reason that supports the opinion</b>	<b>States a relevant opinion</b>	Opinion is unrelated to task	Opinion is not stated
<b>C</b>		Briefly introduces the topic or text	<b>Names the topic or text</b>	Intended topic or text is unclear	Does not <b>name</b> the topic or text
<b>Evidence and Elaboration</b>					
<b>D</b>	<b>L.K.6</b>	Effectively uses domain-specific vocabulary	<b>Uses relevant words and phrases acquired through conversations, reading, being read to, and responding to texts</b>	Uses a basic vocabulary	Uses a limited vocabulary
<b>Conventions</b>					
<b>E</b>	<b>L.K.1f</b>	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
<b>F</b>	<b>L.K.2a</b>	Capitalizes the first word in a sentence, the pronoun <i>I</i> , names, and dates; uses some end punctuation	<b>Capitalizes the first word in a sentence and the pronoun <i>I</i></b>	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
<b>G</b>	<b>L.K.2c</b> <b>L.K.2d</b>	Uses conventional spelling for words with common patterns and high-frequency words	<b>Spells simple words phonetically, drawing on knowledge of sound-letter relationships and writing a letter or letters for most consonant and short-vowel sounds</b>	<b>Writes a letter or letters for most initial and final consonant sounds</b>	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.					
		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					
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					
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
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.

		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
<b>Knowledge and Understanding</b>					
<b>A</b>	<b>RL/RI.K.10</b>	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>B</b>	<b>Organization and Purpose W.K.3</b>	Narrates a series of connected events	<b>Narrates a single event or several loosely linked events</b>	Central event is vague or unclear	No central event is evident
<b>C</b>		Organizes an event sequence that unfolds naturally	<b>Tells about the events in the order in which they occurred</b>	Order of events is unclear	Events are told out of sequence
<b>Evidence and Elaboration</b>					
<b>D</b>	<b>W.K.3</b>	Provides a detailed and credible reaction to what happened	<b>Provides a credible reaction to what happened</b>	Reaction to events is confusing or does not make sense	Does not provide a reaction to what happened
<b>E</b>	<b>L.K.6</b>	Demonstrates a rich and varied vocabulary	<b>Uses words and phrases acquired through conversations, reading, and being read to</b>	Basic word choice and vocabulary	Vocabulary is very limited, repetitive
<b>Conventions</b>					
<b>F</b>	<b>L.K.1f</b>	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
<b>G</b>	<b>L.K.2a</b>	Capitalizes the first word in a sentence, <i>I</i> , names, and dates; uses some end punctuation	<b>Capitalizes the first word in a sentence and the pronoun <i>I</i></b>	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
<b>H</b>	<b>L.K.2c L.K.2d</b>	Uses conventional spelling for words with common patterns and high-frequency words	<b>Spells simple words phonetically, drawing on knowledge of sound-letter relationships and writing a letter or letters for most consonant and short-vowel sounds</b>	<b>Writes a letter or letters for most initial and final consonant sounds</b>	Shows little understanding of sound-letter relationships