

## Kindergarten Writing Rubric CCSS

Standards	ME	MP	DP	NY
Developmental Writing Stages	<ul style="list-style-type: none"> <li>- all writing</li> <li>- no student interpretation needed to read writing</li> </ul>	<ul style="list-style-type: none"> <li>- picture matches writing (optional)</li> <li>- phonetic spelling with some dictation</li> <li>- sometimes uses spacing between words (50%)</li> </ul>	<ul style="list-style-type: none"> <li>- picture matches writing</li> <li>- semi-phonetic spelling with 2-3 letters to represent a word</li> </ul>	<ul style="list-style-type: none"> <li>- needs assistance to draw a picture to match topic</li> <li>- letter strings with all or almost all dictation</li> </ul>
Use a combination of drawing, dictating, and writing to create <u>opinion pieces</u>	<ul style="list-style-type: none"> <li>-writes an opinion about the topic</li> <li>-writes title of book (I like the story Turtle and Flute) or topic (My favorite pet is a cat)</li> <li>-gives 1 or more reasons to support opinion based on personal experience or events/information in a text</li> <li>-provides a sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>-writes an opinion about the topic</li> <li>-picture supports opinion</li> </ul>	<ul style="list-style-type: none"> <li>-writes a sentence that either only states what they are writing about or only states an opinion</li> </ul>	<ul style="list-style-type: none"> <li>-needs assistance</li> </ul>
Use a combination of drawing, dictating, and writing to create <u>informative/ explanatory texts</u>	<ul style="list-style-type: none"> <li>-writes a topic sentence (I learned about...)</li> <li>-writes information about the topic (2 or more facts)</li> <li>-provides a sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>-writes a topic sentence (I learned about...)</li> <li>-writes some information about the topic (2 facts)</li> </ul>	<ul style="list-style-type: none"> <li>-writes a topic sentence (I learned about...)</li> <li>-writes 1 fact about the topic</li> </ul>	<ul style="list-style-type: none"> <li>-needs assistance</li> </ul>
Use a combination of drawing, dictating, and writing to create <u>narratives</u>	<ul style="list-style-type: none"> <li>-writes a topic sentence</li> <li>-writes 2 or more logically sequenced events using temporal words</li> <li>-writes 2 or more relevant details</li> <li>-writes a reaction to the events</li> <li>-writing makes sense, is clear, and is explained well</li> </ul>	<ul style="list-style-type: none"> <li>-writes a topic sentence</li> <li>-writes 2 logically sequenced events</li> <li>-writes a reaction to the events</li> </ul>	<ul style="list-style-type: none"> <li>-Includes 2 of the following: <ul style="list-style-type: none"> <li>• Topic sentence</li> <li>• 1 event</li> <li>• Reaction</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-needs assistance</li> </ul>
With guidance and support from adults, add details to strengthen writing in response to	<ul style="list-style-type: none"> <li>-uses sentences to add 3 or more details or descriptions (5Ws)</li> </ul>	<ul style="list-style-type: none"> <li>-writes 1 sentence to add details in response to a question</li> </ul>	<ul style="list-style-type: none"> <li>-draws or tells about a detail in response to a question</li> </ul>	<ul style="list-style-type: none"> <li>-draws or tells about a detail in response to a question with support</li> </ul>

<p>questions and suggestions from peers</p>				
<p>Participate in shared research and writing projects</p> <p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question</p>		<p>-recalls information from experiences or information from printed materials or videos and writes a sentence to answer a question (KWL, group research on nonfiction topic)</p>	<p>-recalls information from experiences or information from printed materials or videos and draws or tells to answer a question (KWL, group research on nonfiction topic)</p>	<p>-recalls information from experiences or information from printed materials or from videos and draws or tells to answer a question with support (KWL, group research on nonfiction topic)</p>
<p>Use grade appropriate conventions of standard English grammar, punctuation, and usage when writing</p>	<ul style="list-style-type: none"> <li>-consistently uses spacing between words</li> <li>-consistently writes letters attending to form and spatial alignment</li> <li>-consistently uses upper and lower case letters correctly</li> <li>-uses transitional spelling (e.g. kittin, kitten)</li> <li>-consistently capitalizes the first word in a sentence and the pronoun I</li> <li>-consistently uses end punctuation correctly</li> <li>-consistently spells high frequency words correctly</li> </ul>	<ul style="list-style-type: none"> <li>-usually (75%) uses spacing between words</li> <li>-usually (75%) writes letters attending to form and spatial alignment</li> <li>-usually (75%) uses upper and lower case letters correctly (and vs anD)</li> <li>-uses phonetic spelling (kitn)</li> <li>-usually (75%) capitalizes the first word in a sentence and the pronoun I</li> <li>-usually (75%) uses end punctuation correctly</li> </ul>	<ul style="list-style-type: none"> <li>-sometimes (50%) uses spacing between words</li> <li>-sometimes (50%) writes letters attending to form and spatial alignment</li> <li>-sometimes (50%) uses upper and lower case letters correctly (and vs anD)</li> <li>-attempts semi-phonetic spelling (kn)</li> <li>-sometimes (50%) capitalizes the first word in a sentence and the pronoun I</li> <li>-rarely uses end punctuation correctly</li> </ul>	<ul style="list-style-type: none"> <li>-rarely uses spacing between words</li> <li>-needs help to write letters attending to form, appropriate size, and spatial alignment</li> <li>-needs help to use upper and lower case letters correctly</li> <li>-writes letter strings</li> <li>-student interpretation needed to understand text and pictures</li> </ul>

\* Students need to meet developmental writing stages AND components of each genre to get an MP.