



## Kindergarten Writing Rubric

	<b>Emergent</b>	<b>Partially Proficient</b>	<b>Proficient</b>	<b>Advanced</b> <i>Meets all the standards for the proficient level, but stands out from others...</i>
<b>IDEAS/ CONTENT</b>	<ul style="list-style-type: none"> <li>represents an idea with pictures, symbols, scribbles, letter-like forms, or random letters/numbers</li> <li>OR</li> <li>dictates labels or a story</li> <li>OR</li> <li>message is incomplete or minimally addressed (I G F – “I go fishing”); pictures may be supported by some words</li> </ul>	<ul style="list-style-type: none"> <li>writes a simple sentence which communicates a message               <ul style="list-style-type: none"> <li>all words are represented</li> <li>with or without a picture</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>writes 2 or more simple or expanded sentences that work together to tell a story or clearly communicate a message               <ul style="list-style-type: none"> <li>all sentences are related to same topic</li> </ul> </li> <li>illustrations (if present) enhance the writing</li> </ul>	<ul style="list-style-type: none"> <li>writes multiple (3 or more) sentences that tell a story or convey a message using purposeful details that elaborate and hold the reader’s attention</li> <li>illustrations (if present) enhance the writing</li> </ul>
<b>ORGANIZATION ( and Concepts of Print)</b>	<ul style="list-style-type: none"> <li>concept of directionality not evident; no words present</li> <li>OR</li> <li>concept is developing               <ul style="list-style-type: none"> <li>randomly places letters or words on the page</li> <li>attempts to organize print using various strategies                   <ul style="list-style-type: none"> <li>strings letters (1 or 2 words may be embedded)</li> <li>lists</li> <li>writes bottom up or right to left</li> </ul> </li> <li>demonstrates directionality within a word; writes word or name left to right; no return sweep</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>writes words left to right, top to bottom, and with return sweep as needed</li> </ul>	<ul style="list-style-type: none"> <li>shows sequencing, patterning, or ordering of ideas</li> </ul>	<ul style="list-style-type: none"> <li>writes a story with a clear beginning, middle, and end</li> <li>OR</li> <li>sequences a series of multiple (4 or more), related ideas in an organized manner</li> </ul>
<b>CONVENTIONS</b>	<ul style="list-style-type: none"> <li>does not yet demonstrate knowledge of letter/sound relationships in writing               <ul style="list-style-type: none"> <li>no words present/discernible</li> <li>writes with scribbles and/or letter-like forms</li> <li>writes in random letter strings</li> </ul> </li> <li>OR</li> <li>represents words with beginning sounds (d for dog) and/or predominant sounds (r for car)</li> <li>no high frequency words spelled correctly</li> <li>forms many letters inaccurately (improper strokes)</li> <li>writes with uppercase letters OR mixes upper/lower case, but many reversals/random capitals distract the reader; letters may look much the same; difficult to distinguish between upper/lower case</li> <li>no evidence of spacing between words OR attempts spacing (ex. between letters), but concept of word is not evident</li> </ul>	<ul style="list-style-type: none"> <li>writes words primarily with beginning sounds; represents a limited number of words with more than one sound (beginning, middle, and/or end)</li> <li>few high frequency words are spelled correctly, or copied, or too few to evaluate</li> <li>forms most letters (strokes) accurately, but some letters may be reversed or not properly sized; developing ability to use top and bottom handwriting lines as guides to letter formation</li> <li>mixes capitals and lowercase letters but clearly attempts to distinguish between upper/lowercase</li> <li>spaces between some words but is inconsistent</li> </ul>	<ul style="list-style-type: none"> <li>represents many words by more than one sound (beginning, middle, and/or end)</li> <li>most/all kindergarten high frequency words are spelled correctly</li> <li>most letters formed correctly and neatly; strokes are smooth and controlled; developing ability to use top, middle, and bottom handwriting lines to guide letter formation; easy to read</li> <li>writes mostly with lowercase letters (few random capitals)</li> <li>spaces more consistently--between most words</li> </ul>	<ul style="list-style-type: none"> <li>all syllables are represented</li> <li>accurately represents all words with beginning, middle, and ending sounds</li> <li>beginning to use ending punctuation in a meaningful way that supports the reader</li> <li>strong evidence of hfw knowledge at and beyond grade level</li> <li>all letters formed correctly and neatly; mastery of handwriting lines to guide letter formation</li> <li>uses capital letters appropriately for I, name(s); no random capital letters</li> <li>spaces words consistently</li> </ul>
<b>VOICE</b>	<ul style="list-style-type: none"> <li>no words present (cannot evaluate)</li> <li>OR</li> <li>feelings or personality do not come through yet</li> <li>writes own name</li> </ul>	<ul style="list-style-type: none"> <li>writing is predictable, common; similar to everyone else’s</li> <li>(My mom is nice)</li> </ul>	<ul style="list-style-type: none"> <li>individuality and/or personality comes through in the writing; makes the reader feel something               <ul style="list-style-type: none"> <li>(My mom sings little songs to me because she loves me. I love her too.)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>individuality, emotion, or personality makes the writing sparkle or stand out</li> <li>uses exclamation points, underlining, <b>BIG</b> letters, <b>bold lines</b>, repetition (very, very), or other conventional devices to underscore voice</li> </ul>
<b>WORD CHOICE</b>	<ul style="list-style-type: none"> <li>thought is incomplete (my mom)</li> <li>no words present (cannot evaluate)</li> <li>OR</li> <li>writes own name</li> <li>OR</li> <li>copies isolated words randomly/strings unrelated letters/words</li> <li>OR</li> <li>uses familiar words to attempt a sentence (my cat)</li> </ul>	<ul style="list-style-type: none"> <li>constructs a sentence with familiar/copied words</li> <li>(I can see a dog)</li> </ul>	<ul style="list-style-type: none"> <li>uses some specific words               <ul style="list-style-type: none"> <li>words that show action</li> <li>OR</li> <li>words that describe</li> <li>OR</li> <li>words that help you see or understand</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>stretches to use many words beyond the familiar or ordinary</li> </ul>
<b>SENTENCE FLUENCY</b>	<ul style="list-style-type: none"> <li>no words present (cannot evaluate)</li> <li>OR</li> <li>sentence sense has not yet developed               <ul style="list-style-type: none"> <li>scribbles/imitates writing</li> <li>labels (“house” or “dog”) but no attempt to put words together in a meaningful way</li> </ul> </li> <li>OR</li> <li>attempts to write a sentence with connected words or phrases (“my dad” or “the dog”)</li> <li>OR</li> <li>constructs an incomplete sentence; omits words (I B A S - “I played a smart (game)”</li> </ul>	<ul style="list-style-type: none"> <li>constructs a complete, simple sentence; may or may not include ending punctuation</li> <li>(I like my mom)</li> </ul>	<ul style="list-style-type: none"> <li>constructs a complete, expanded sentence (I went swimming <b>at the pool</b>); may or may not include ending punctuation</li> <li>OR</li> <li>constructs 2-3 complete, simple sentences; may or may not include ending punctuation</li> </ul>	<ul style="list-style-type: none"> <li>constructs multiple simple and expanded sentences that read smoothly</li> </ul>