

Kindergarten Writing Rubric

(guide for assessing Kindergarten writing)

	Exceeding Standard Level 4	At Standard Level 3	Approaching Standard Level 2	Below Standard Level 1
opinion	Independently elaborates on reasons for an opinion or preference about a topic or book	States an opinion or preference about a topic or book with reason	States an opinion or preference about a topic or book, with teacher support	Unable to state an opinion or preference about a topic or book, even with teacher support
narrative	Independently states a sequences of events in order with descriptive details and a reaction to what happened	States a sequence of events in order and a reaction to what happened	States a single event with a reaction to what happened, with teacher support	Cannot state an event or a reaction to what happened, even with teacher support
informative	Independently gathers information about a specific topic from multiple sources, reflects, and connects to personal experiences	Gathers information about a specific topic from multiple sources, reflects and connects to personal experiences	Uses some of the information gathered and inconsistently reflects and connects to a personal experience, with teacher support	Gathers no information or does not connect to personal experience, even with teacher support
	Integrates drawing and writing to compose text in which the topic and details are relevant and specific, providing a more extensive explanation about the opinion/topic	Uses a combination of drawing and writing to compose text with a clear topic and provide relevant details about the opinion/topic	Uses any combination of drawing, writing and dictating to state a topic with limited or irrelevant details to explain the opinion/topic	Writing, drawing or dictation does not express an opinion/topic
	Correctly forms all upper and lower case letters	Correctly forms most upper and lower case letters	Correctly forms some upper and lower case letters	Prints few upper and lower case letters correctly
	Consistent punctuation and spacing	Consistent punctuation and spacing	Inconsistent punctuation and spacing	Little to no evidence of punctuation and spacing
	Consistently uses capital letters at the beginning of sentences and proper names and lower case letters throughout sentences	Uses capital letters to begin sentences	Inconsistent capitalization	Does not capitalize first word or "I"
	Spells sight words and uses mainly conventional spelling	Uses sight words and spells simple words using dominant consonant sounds that are easily read by others	Uses some sight words and letters to write words	Does not use sight words or show letter/sound understanding when writing words