 **Grade Kindergarten Rubric for Informational Writing**

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|  | **Exceeding Standard**  **(4)** | **At Standard**  **(3)** | **Approaching Standard**  **(2)** | **Below Standard**  **(1)** |
| Writing Type  CSS: W2, W6, W7, W8  Informational | Independently gathers information about a specific topic from multiple sources. Reflects and connects to personal experience. | With support, gathers information about a specific topic from multiple sources. Reflects and connects to personal experience. | With support, uses some of the information gathered and inconsistently reflects and connects to a personal experience. | Gathers no information or does not connect to personal experience even with support. |
| Organization and Conventions  CCSS: L-1 a-f , L-2 a-d  **Spelling Capitalization** **Usage /Grammar** **Organization** | Integrates drawing and writing to compose text in which the topic and details are relevant and specific providing a more extensive explanation about their opinion. | Uses a combination of drawing and writing to compose text with a clear topic and provides relevant details about their opinion. | Uses any combination of drawing, writing and dictating to state a topic with limited or irrelevant details to explain their opinion. | Writing, drawing or dictation does not express an opinion. |
| Correctly form all upper and lower case letters.  Consistent punctuation and spacing. | Correctly forms most upper and lower case letters.  Consistent punctuation and spacing. | Correctly forms some upper and lower case letters.  Inconsistent punctuation and spacing. | Prints few upper and lower case letters correctly.  Little to no evidence of punctuation and spacing. |
| Consistently uses capitals in writing in beginning a sentence and in proper names.  Uses lower case letters throughout sentences. | Uses capitals to begin sentences.  Uses mostly lower case letters throughout sentences. | Inconsistent capitalization.  Uses mostly capital letters mixed throughout sentences. | Does not capitalize first word or “I”.  Uses capital letters throughout sentences. |
| Spells sight words  Uses more conventional spelling. | Uses sight words  Spells simple words using dominant consonant sounds that is easily read by others. | Uses some sight words.  Uses some letter sounds to write words. | Does not use sight words.  No letter/sound understanding in writing words. |
| Production  CCS: W5 | Listens and responds to suggestions of others (peers and teachers) to strengthen the craft of writing. (i.e.rewrites an introduction adding more descriptive words. | Listens and responds to suggestions of others (peers and teachers) to strengthen writing. (i.e. makes changes to writing like adding to pictures, words, details, etc. | Often listens and responds to some suggestions of others with support from the teacher. | Student listens to suggestions, but does not use suggestions to strengthen writing. |