 Grade: Kindergarten Rubric for Narrative Writing

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|  | **Exceeding Standard****(4)** | **At Standard** **(3)** | **Approaching Standard** **(2)** | **Below Standard**  **(1)** |
| Writing TypeCSS: W3, W6, W8Narrative | Independently states a sequence of events in order with descriptive details and a reaction to what happened.  | Can state a sequence of events in order and a reaction to what happened.  | With support, can state a single event with a reaction to what happened.  | Even with support, cannot state an event or a reaction to what happened.  |
| Organization and ConventionsCCSS: 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.  |
| ProductionCCS: 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. |