

## Kindergarten Informative/Explanatory Scoring Rubric

	<b>4 (Exceeds Grade Level)</b>	<b>3 (Meets)</b>	<b>2 (Nearly Meets)</b>	<b>1 (Does Not Meet)</b>
<b>Purpose/ Opinion</b>  CCSS*: ➤ W – 2	<ul style="list-style-type: none"> <li>• Responds with all statements related to the prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Responds with all statements, phrases, and/or drawing(s) related to the prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Responds with most statements, phrases, and/or drawing(s) related to the prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Responds with some or no statements, phrases, and/or drawing(s) related to the prompt</li> </ul>
<b>Organization</b>  CCSS: ➤ W – 2	<ul style="list-style-type: none"> <li>• Identifies topic in introductory sentence</li> <li>• Supplies some facts about the topic</li> <li>• Provides some sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies topic about which they are writing</li> <li>• Supplies some information about the topic</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies topic about which they are writing in a student-dictated phrase or sentence</li> <li>• Attempts to supply some information but may be unrelated to topic</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies opinion in drawing(s) or not at all</li> <li>• Supplies no information about topic</li> </ul>
<b>Language/ Conventions</b>  CCSS: ➤ L – 1a ➤ L – 2, a-d	<ul style="list-style-type: none"> <li>• Prints all upper and lower case letters correctly</li> <li>• Demonstrates mastery of proper spacing between all words and word placement on the lines</li> <li>• Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” and proper nouns</li> <li>• Uses end punctuation correctly</li> <li>• Uses conventional spelling for words with common spelling patterns</li> <li>• Spells irregular and/or high-frequency words correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Prints many upper and lower case letters correctly</li> <li>• Demonstrates proficiency of proper spacing between most words and word placement on the lines</li> <li>• Capitalizes correctly and consistently with a minor error: first word in a sentence and the pronoun “I”</li> <li>• Uses end punctuation</li> <li>• Writes letters for most consonant and short-vowel sounds</li> <li>• Spells simple words phonetically</li> </ul>	<ul style="list-style-type: none"> <li>• Prints some upper and lower case letters correctly</li> <li>• Demonstrates some proficiency of proper spacing between words and word placement on the lines</li> <li>• Capitalizes correctly and consistently with some errors: first word in a sentence and the pronoun “I”</li> <li>• Uses end punctuation incorrectly</li> <li>• Inconsistently writes letters for consonant and short-vowel sounds</li> <li>• Spells some simple words phonetically</li> </ul>	<ul style="list-style-type: none"> <li>• Prints few upper and lower case letters correctly</li> <li>• Demonstrates little to no proficiency of proper spacing between words and word placement on the lines</li> <li>• Capitalizes incorrectly with many errors</li> <li>• Does not use end punctuation</li> <li>• Writes letters with little to no sound/spelling correspondence of consonants and short vowels</li> <li>• Spells few to no simple words phonetically</li> </ul>

\*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT”=Reading – Informational Text; “L”= Language strand)

## Kindergarten Informative/Explanatory Writing

**CCR Anchor Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

### **SBAC Rubric Level 3 (Meets\*)**

The response provides adequate support/evidence for the opinion and supporting idea(s) that includes the use of sources, facts, and details. The response adequately expresses ideas, employing a mix of precise with more general language:

- Controlling or main idea of the topic is clear and the focus is mostly maintained for the purpose, audience, and task.
- Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas.
- Adequate introduction and conclusion.
- Adequate progression of ideas from beginning to end; adequate connections between and among ideas.
- Adequate evidence (facts and details) from sources is integrated and relevant, yet may be general.
- Adequate use of some elaborative techniques (may include the use of personal experiences that support the controlling/main idea).
- Vocabulary is generally appropriate for the audience and purpose.
- Generally appropriate style is evident.
- Adequate use of citations or attribution to source material. (Noted in grade level scoring guide for 3-5)
- Adequate use of correct sentence formation punctuation grammar usage and spelling.\*\*

### **Grade Level Standards**

Use a combination of drawing dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

\*See grade level convention standards in the language section of the CCSS- (Language CCR AS 1)

### **What to Look for in Student Writing (Adapted from Lucy Calkins)**

#### **The writer...**

told, drew, and wrote about a topic.

told what her topic was.

put different things he knew about the topic.

drew and wrote some important things about the topic.

told, drew, and wrote some details about the topic.

could read her writing.

wrote a letter for the sounds she heard.

used the word wall to help her spell.

put spaces between words.

used lowercase letters unless capitals were needed.

wrote capital letters to start every sentence.

capitalized pronoun "I".

used end punctuation inconsistently but correctly.

\*Smarter Balanced Rubric 4-Point Narrative: Score of three or "Effective"

## Kindergarten Narrative Scoring Rubric

	<b>4 (Exceeds Grade Level)</b>	<b>3 (Meets)</b>	<b>2 (Nearly Meets)</b>	<b>1 (Does Not Meet)</b>
<b>Purpose/ Setting</b>  CCSS*: ➤ W – 3	<ul style="list-style-type: none"> <li>Establishes a well-elaborated piece of writing to narrate a single event or several linked events</li> </ul>	<ul style="list-style-type: none"> <li>Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use a combination of drawing, dictating, and writing to narrate a single event</li> <li>Missing information provides confusion</li> </ul>	<ul style="list-style-type: none"> <li>Uses drawing and dictating to narrate a single event</li> </ul>
<b>Organization/ Plot</b>  CCSS: ➤ W – 3	<ul style="list-style-type: none"> <li>Uses temporal words to signal event order</li> </ul>	<ul style="list-style-type: none"> <li>Tells about events in the order in which the occurred</li> </ul>	<ul style="list-style-type: none"> <li>Events are present but may not be in the order of which they occurred</li> </ul>	<ul style="list-style-type: none"> <li>No events are present</li> </ul>
<b>Elaboration/ Narrative Techniques</b>  CCSS: ➤ W - 3	<ul style="list-style-type: none"> <li>Includes details to describe a reaction to what happened</li> </ul>	<ul style="list-style-type: none"> <li>Provides a reaction to what happened</li> </ul>	<ul style="list-style-type: none"> <li>Provides an inappropriate or confusing reaction to what happened</li> </ul>	<ul style="list-style-type: none"> <li>Provides no reaction to what happened</li> </ul>
<b>Language/ Conventions</b>  CCSS: ➤ L – 1a ➤ L – 2, a-d	<ul style="list-style-type: none"> <li>Prints all upper and lower case letters correctly</li> <li>Demonstrates mastery of proper spacing between all words and word placement on the lines</li> <li>Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” and proper nouns</li> <li>Uses end punctuation correctly</li> <li>Uses conventional spelling for words with common spelling patterns</li> <li>Spells irregular and/or high-frequency words correctly</li> </ul>	<ul style="list-style-type: none"> <li>Prints many upper and lower case letters correctly</li> <li>Demonstrates proficiency of proper spacing between most words and word placement on the lines</li> <li>Capitalizes correctly and consistently with a minor error: first word in a sentence and the pronoun “I”</li> <li>Uses end punctuation</li> <li>Writes letters for most consonant and short-vowel sounds</li> <li>Spells simple words phonetically</li> </ul>	<ul style="list-style-type: none"> <li>Prints some upper and lower case letters correctly</li> <li>Demonstrates some proficiency of proper spacing between words and word placement on the lines</li> <li>Capitalizes correctly and consistently with some errors: first word in a sentence and the pronoun “I”</li> <li>Uses end punctuation incorrectly</li> <li>Inconsistently writes letters for consonant and short-vowel sounds</li> <li>Spells some simple words phonetically</li> </ul>	<ul style="list-style-type: none"> <li>Prints few upper and lower case letters correctly</li> <li>Demonstrates little to no proficiency of proper spacing between words and word placement on the lines</li> <li>Capitalizes incorrectly with many errors</li> <li>Does not use end punctuation</li> <li>Writes letters with little to no sound/spelling correspondence of consonants and short vowels</li> <li>Spells few to no simple words phonetically</li> </ul>

\*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT”=Reading – Informational Text; “L”= Language strand)

Adapted from the Elk Grove Unified School District.

## Kindergarten Narrative Writing

**CCR Anchor Standard 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **SBAC Rubric Level 3 (Meets\*)**

The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained.

- An evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected.
- Adequately maintains a setting, develops narrator/characters.
- Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas.
- Adequate sequence of events from beginning to end.
- Adequate opening and closure for audience and purpose.
- Experiences, characters, setting, and events are adequately developed.
- Connections to source materials may contribute to the narrative.
- Adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience.
- Adequate use of sensory, concrete, and figurative language that generally advances the purpose.
- Generally appropriate style is evident.
- Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.\*\*

### **Grade Level Standards**

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred and provide a reaction to what happened.

\*\*See grade level convention standards in the language section of the CCSS- (Language CCR AS 1)

### **What to Look for in Student Writing (Adapted from Lucy Calkins)**

#### **The writer...**

told, drew, and wrote a whole story.

showed what happened first.

put his events in order.

showed what happened last in her story.

indicated who was there, what they did, and how the characters felt.

drew and wrote some details about what happened.

could read her writing.

wrote a letter for the sounds she heard.

used the word wall to help her spell.

put spaces between words.

used lowercase letters unless capitals were needed.

wrote capital letters to start every sentence.

capitalized pronoun "I".

used end punctuation inconsistently but correctly.

\*Smarter Balanced Rubric 4-Point Informative: Score of three or "Effective"

## Kindergarten Opinion Scoring Rubric

	<b>4 (Exceeds Grade Level)</b>	<b>3 (Meets)</b>	<b>2 (Nearly Meets)</b>	<b>1 (Does Not Meet)</b>
<b>Purpose/ Opinion</b>  CCSS*: ➤ W – 1	<ul style="list-style-type: none"> <li>• Responds with all statements related to the prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Responds with all statements, phrases, and/or drawing(s) related to the prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Responds with most statements, phrases, and/or drawing(s) related to the prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Responds with some or no statements, phrases, and/or drawing(s) related to the prompt</li> </ul>
<b>Organization</b>  CCSS: ➤ W – 1	<ul style="list-style-type: none"> <li>• Identifies opinion in topic sentence</li> <li>• Supplies a reason for the opinion</li> <li>• Provides some sense of closure</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies opinion in a phrase or sentence</li> <li>• Identifies opinion clearly</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies opinion in a student-dictated phrase or sentence</li> <li>• Identifies an opinion that may be unclear</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies opinion in drawing(s) or not at all</li> <li>• Identifies opinion that is off-topic or missing</li> </ul>
<b>Language/ Conventions</b>  CCSS: ➤ L – 1a ➤ L – 2, a-d	<ul style="list-style-type: none"> <li>• Prints all upper and lower case letters correctly</li> <li>• Demonstrates mastery of proper spacing between all words and word placement on the lines</li> <li>• Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” and proper nouns</li> <li>• Uses end punctuation consistently and correctly</li> <li>• Uses conventional spelling for words with common spelling patterns</li> <li>• Spells irregular and/or high-frequency words correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Prints many upper and lower case letters correctly</li> <li>• Demonstrates proficiency of proper spacing between most words and word placement on the lines</li> <li>• Capitalizes correctly and consistently with a minor error: first word in a sentence and the pronoun “I”</li> <li>• Uses end punctuation inconsistently but correctly</li> <li>• Writes letters for most consonant and short-vowel sounds</li> <li>• Spells simple words phonetically</li> </ul>	<ul style="list-style-type: none"> <li>• Prints some upper and lower case letters correctly</li> <li>• Demonstrates some proficiency of proper spacing between words and word placement on the lines</li> <li>• Capitalizes correctly and consistently with some errors: first word in a sentence and the pronoun “I”</li> <li>• Uses end punctuation inconsistently and incorrectly</li> <li>• Inconsistently writes letters for consonant and short-vowel sounds</li> <li>• Spells some simple words phonetically</li> </ul>	<ul style="list-style-type: none"> <li>• Prints few upper and lower case letters correctly</li> <li>• Demonstrates little to no proficiency of proper spacing between words and word placement on the lines</li> <li>• Capitalizes incorrectly with many errors</li> <li>• Does not use end punctuation</li> <li>• Writes letters with little to no sound/spelling correspondence of consonants and short vowels</li> <li>• Spells few to no simple words phonetically</li> </ul>

\*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT”=Reading – Informational Text; “L”= Language strand)

## Kindergarten Opinion Writing

**CCR Anchor Standard 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### **SBAC Rubric Level 3 (Meets\*)**

The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:

- Opinion is clear, and the focus is mostly maintained for the purpose, audience, and task.
- Adequate use of transitional strategies with some variety to clarify relationships between and among ideas.
- Adequate introduction and conclusion.
- Adequate progression of ideas from beginning to end; adequate connections between and among ideas.
- Adequate evidence from sources is integrated; some references may be general.
- Adequate use of some elaborative techniques (may include the use of personal experiences that support the opinion).
- Vocabulary is generally appropriate for the audience and purpose.
- Generally appropriate style is evident.
- Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.\*\*

### **Grade Level Standards**

Use a combinations of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., my favorite book is...).

\*\*See grade level convention standards in the language section of the CCSS- (Language CCR AS 1)

### **What to Look for in Student Writing (Adapted from Lucy Calkins)**

#### **The writer...**

- told/drew/wrote his opinion about a topic or book.
- stated her opinion in the beginning.
- supplied information about the topic or opinion.
- put everything she thought about the topic (or book) on the page.
- had details in pictures and words.
- could read her writing.
- wrote a letter for the sounds she heard.
- used the word wall to help her spell.
- put spaces between words.
- used lowercase letters unless capitals were needed.
- wrote capital letters to start every sentence.
- capitalized pronoun "I".
- used end punctuation inconsistently but correctly.

\*Smarter Balanced Rubric 4-Point Narrative: Score of three or "Effective"