

## Kindergarten Narrative Descriptive Text-Based Writing Rubric – Unit 1

**W.K.3** Write to narrate a single event or several loosely linked events.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
<b>Reading Comprehension*</b>	<b>(RL.K.1) (L)</b>	<p><b>(Citing Text) The writing:</b></p> <p><input type="checkbox"/> demonstrates understanding of the story by accurately <u>answering</u> questions about 2 or more details in a text (<u>with prompting and support</u>).</p>	<p><b>(Citing Text) The writing:</b></p> <p><input type="checkbox"/> demonstrates some understanding of the story by <u>answering</u> questions about 1 or more details in a text (<u>with prompting and support</u>).</p>	<p><b>(Citing Text) The writing:</b></p> <p><input type="checkbox"/> demonstrates limited understanding of the story; <u>answers</u> no questions about details in a text (even <u>with prompting and support</u>).</p>	<p>3 = Meets 2 = Approaching 1 = Below</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> <p style="text-align: center; font-size: small;">Subtotal:</p>
	<b>W.K.3 (L)</b>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> skillfully uses a combination of either <u>drawing, dictating</u>, and writing to narrate a single event or several loosely linked events.</p> <p><input type="checkbox"/> accurately tells about events in the order in which they occurred.</p> <p><input type="checkbox"/> provides an effective reaction to what happened.</p>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> uses either <u>drawing, dictating</u>, or writing to narrate a single event or several loosely linked events.</p> <p><input type="checkbox"/> includes attempts at sequencing in writing or drawing; but may appear out of order.</p> <p><input type="checkbox"/> provides a limited reaction to what happened.</p>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> fails to be able to meaningfully narrate a single event or several loosely linked events by either <u>drawing, dictating</u> or writing.</p> <p><input type="checkbox"/> has sequencing that appears random and/or shows no sense of sequencing.</p> <p><input type="checkbox"/> does not provide a reaction to what happened.</p>	<p>7-9 = Meets 5-6 = Approaching &lt; 5 = Below</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> <p style="text-align: center; font-size: small;">Subtotal:</p>
<b>Writing</b>		<p><b>(Ideas &amp; Content) The writing:</b></p> <p><input type="checkbox"/> uses either <u>drawing, dictating</u> or writing to address the prompt/task with a clear, focused, engaging response including appropriate detail.</p>	<p><b>(Ideas &amp; Content) The writing:</b></p> <p><input type="checkbox"/> shows that the main idea is evident through either <u>drawing, dictating</u>, or writing; supporting details may be general or drift away from the main focus.</p>	<p><b>(Ideas &amp; Content) The writing:</b></p> <p><input type="checkbox"/> does not communicate a main focus through either <u>drawing, dictating</u> or writing.</p>	<p>3 = Meets 2 = Approaching 1 = Below</p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> <p style="text-align: center; font-size: small;">Subtotal:</p>

**(L)** = Standard is “**Learned**” in this unit.     **(M)** = Standard is “**Mastered**” in this unit.     **(A)** = Standard is “**Applied**” in this unit.  
**( )** = partially meets requirements of the standard.     **Underlined Text** = focus of instruction when only a portion of the standard is assessed.

## Kindergarten Narrative Descriptive Text-Based Writing Rubric – Unit 1 (Continued)

Construct Measured	3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded	
<b>Language</b>	<b>L.K.1 (L)</b>  <b>L.K.2 (L)</b>	<b>(Sentence Fluency) The writing:</b> <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.  <b>(Conventions) The writing:</b> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	<b>(Sentence Fluency) The writing:</b> <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.  <b>(Conventions) The writing:</b> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.	<b>(Sentence Fluency) The writing:</b> <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing.  <b>(Conventions) The writing:</b> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.	
	<b>(L.K.5) (L.K.6) (L)</b>	<b>(Word Choice &amp; Vocabulary) The writing:</b> <input type="checkbox"/> accurately uses a variety of colorful <u>words</u> and phrases that make the writing interesting.	<b>(Word Choice &amp; Vocabulary) The writing:</b> <input type="checkbox"/> incorporates basic <u>words</u> and phrases; features functional vocabulary that communicates the message.	<b>(Word Choice &amp; Vocabulary) The writing:</b> <input type="checkbox"/> uses a limited range of <u>words</u> making the message unclear.	Subtotal:
	*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.		<b>Score "O"</b> - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.		
<b>19 – 24 = Meets Grade Level Expectations</b> <b>14 – 18 = Approaching Grade Level Expectations</b> <b>&lt; 14 = Below Grade Level Expectations</b>				<b>Overall Score:</b> <span style="border: 1px solid black; display: inline-block; width: 50px; height: 30px; vertical-align: middle;"></span>	

<p><b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ol>	<p><b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol>	<p><b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</li> </ol> <p><b>L.K.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
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**Kindergarten Informative/Explanatory Text-Based Writing Rubric – Unit 2**  
**W.K.2. Write informative/Explanatory text to examine topics.**

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension	(RI.K.1) or (RL.K.1) (L)	<p><b>(Citing Text) The writing:</b></p> <input type="checkbox"/> demonstrates understanding of the topic or book by accurately <u>answering</u> questions about 2 key details ( <u>with prompting and support</u> ).	<p><b>(Citing Text) The writing:</b></p> <input type="checkbox"/> demonstrates some understanding of the topic or book by <u>answering</u> at least 1 question about key details ( <u>with prompting and support</u> ).	<p><b>(Citing Text) The writing:</b></p> <input type="checkbox"/> does not demonstrate understanding of the topic or book by failing to <u>answer</u> any questions about key details ( <u>with prompting and support</u> ).	<p>3 = Meets 2 = Approaching 1 = Below</p> <p align="center">Subtotal:</p>
	W.K.2 (L)	<p><b>(Organization &amp; Structure) The writing:</b></p> <input type="checkbox"/> skillfully uses a combination of <u>drawing</u> , <u>dictating</u> , and writing to compose informative/explanatory texts.	<p><b>(Organization &amp; Structure) The writing:</b></p> <input type="checkbox"/> uses a combination of some <u>drawing</u> , <u>dictating</u> , or writing to compose informative/explanatory texts.	<p><b>(Organization &amp; Structure) The writing:</b></p> <input type="checkbox"/> fails to use either <u>drawing</u> , <u>dictating</u> , or writing to compose informative/explanatory texts.	<p>5-6 = Meets 4 = Approaching &lt; 4 = Below</p> <p align="center">Subtotal:</p>
Writing	W.K.2 (L)	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> maintains a consistent focus on the prompt/task with an engaging response.	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> addresses the prompt/task with some drift in focus.	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> does not address the prompt/task; wanders off task & doesn't return.	<p>5-6 = Meets 4 = Approaching &lt; 4 = Below</p> <p align="center">Subtotal:</p>
	W.K.2 (L)	<input type="checkbox"/> accurately supplies 2 or more pieces of information to tell about the topic.	<input type="checkbox"/> supplies at least 1 piece of information to tell about the topic.	<input type="checkbox"/> is missing any information about the topic.	<p align="center">Subtotal:</p>

## Kindergarten Informative/Explanatory Text-Based Writing Rubric – Unit 2 (Continued)

### W.K.2. Write informative/Explanatory text to examine topics.

Language	L.K.1 (L)	<b>(Sentence Fluency) The writing:</b> <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.	<b>(Sentence Fluency) The writing:</b> <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.	<b>(Sentence Fluency) The writing:</b> <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing.	7-9 = Meets  5-6 = Approaching  <5 = Below  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	L.K.2 (L)	<b>(Conventions) The writing:</b> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	<b>(Conventions) The writing:</b> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.	<b>(Conventions) The writing:</b> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.	
	(L.K.6) (L)	<b>(Word Choice &amp; Vocabulary) The writing:</b> <input type="checkbox"/> accurately uses a variety of <u>words</u> and phrases that make the writing interesting.	<b>(Word Choice &amp; Vocabulary) The writing:</b> <input type="checkbox"/> incorporates basic <u>words</u> and phrases; features functional vocabulary that communicates the message.	<b>(Word Choice &amp; Vocabulary) The writing:</b> <input type="checkbox"/> uses a limited range of <u>words</u> making the message unclear.	

\*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.  
 ( ) = partially meets requirements of the standard.

Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

**19 – 24 = Meets Grade Level Expectations**

**14 – 18 = Approaching Grade Level Expectations**

**< 14 = Below Grade Level Expectations**

(L) = Standard is "Learned" in this unit. (M) = Standard is "Mastered" in this unit. (A) = Standard is "Applied" in this unit.

**Overall Score:**

<p><b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ol>	<p><b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol>	<p><b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</li> </ol> <p><b>L.K.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
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**Kindergarten Narrative Story Writing Rubric – Unit 3**  
**W.K.3** Write to narrate a single event or several loosely linked events.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
<b>Writing</b>	<b>W.K.3 (L/M)</b>	<p><b>(Organization &amp; Structure) The writing:</b></p> <input type="checkbox"/> skillfully uses a combination of either <u>drawing</u> , <u>dictating</u> , and/or <u>writing</u> to narrate a single event or several loosely linked events.	<p><b>(Organization &amp; Structure) The writing:</b></p> <input type="checkbox"/> uses either <u>drawing</u> , <u>dictating</u> , or <u>writing</u> to narrate a single event or several loosely linked events.	<p><b>(Organization &amp; Structure) The writing:</b></p> <input type="checkbox"/> fails to be able to meaningfully narrate a single event or several loosely linked events by either <u>drawing</u> , <u>dictating</u> or <u>writing</u> .	<p>7-9 = Meets 5-6 = Approaching &lt; 5 = Below</p>
		<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> accurately tells about events in the order in which they occurred.	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> includes attempts at sequencing in writing or drawing; but may appear out of order.	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> has sequencing that appears random and/or shows no sense of sequencing.	<p>Subtotal:</p>
		<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> provides an effective reaction to what happened.	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> provides a limited reaction to what happened.	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> does not provide a reaction to what happened.	<p>3 = Meets 2 = Approaching 1 = Below</p>
		<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> uses either <u>drawing</u> , <u>dictating</u> and <u>writing</u> to address the prompt/task with a clear, focused, engaging response including appropriate detail.	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> shows that the main idea is evident through either <u>drawing</u> , <u>dictating</u> , or <u>writing</u> ; supporting details may be general or drift away from the main focus.	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> does not communicate a main focus through either <u>drawing</u> , <u>dictating</u> or <u>writing</u> .	<p>Subtotal:</p>
<b>Language</b>	<b>L.K.1 (L)</b>	<p><b>(Sentence Fluency) The writing:</b></p> <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.	<p><b>(Sentence Fluency) The writing:</b></p> <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.	<p><b>(Sentence Fluency) The writing:</b></p> <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing.	<p>7-9 = Meets 5-6 = Approaching &lt;5 = Below</p>
	<b>L.K.2 (L)</b>	<p><b>(Conventions) The writing:</b></p> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	<p><b>(Conventions) The writing:</b></p> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.	<p><b>(Conventions) The writing:</b></p> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.	
	<b>(L.K.6) (L)</b>	<p><b>(Word Choice &amp; Vocabulary) The writing:</b></p> <input type="checkbox"/> accurately uses a variety of colorful <u>words</u> and <u>phrases</u> that make the writing interesting.	<p><b>(Word Choice &amp; Vocabulary) The writing:</b></p> <input type="checkbox"/> incorporates basic <u>words</u> and <u>phrases</u> ; features functional vocabulary that communicates the message.	<p><b>(Word Choice &amp; Vocabulary) The writing:</b></p> <input type="checkbox"/> uses a limited range of <u>words</u> making the message unclear.	
					<p>Subtotal:</p>

## Kindergarten Narrative Story Writing Rubric – Unit 3 (Continued)

**W.K.3** Write to narrate a single event or several loosely linked events.

\*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.

**Score “0”** - The writing is scored with “0” when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

**(L)** = Standard is “**Learned**” in this unit.      **(M)** = Standard is “**Mastered**” in this unit.      **(A)** = Standard is “**Applied**” in this unit.  
 ( ) = partially meets requirements of the standard.      **Underlined Text** = focus of instruction when only a portion of the standard is assessed.

**17 – 21 = Meets Grade Level Expectations**

**13 – 16 = Approaching Grade Level Expectations**

**< 13 = Below Grade Level Expectations**

**Overall Score:**

**L.K.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- f. Produce and expand complete sentences in shared language activities.

**L.K.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun *I*.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

**L.K.5.** With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

**L.K.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

## Kindergarten Opinion Text-Based Writing Rubric – Unit 4

### W.K.1 Write opinion pieces about topics or books.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
<b>Reading Comprehension*</b>	<b>(RL.K.1) or (RI.K.1) (L)</b>	<p><b>(Citing Text) The writing:</b></p> <p><input type="checkbox"/> demonstrates understanding by accurately <u>answering</u> 2 or more questions about key details in a text (<u>with prompting and support</u>).</p>	<p><b>(Citing Text) The writing:</b></p> <p><input type="checkbox"/> demonstrates some understanding by <u>answering</u> 1 or more questions about key details in a text (<u>with prompting and support</u>).</p>	<p><b>(Citing Text) The writing:</b></p> <p><input type="checkbox"/> does not demonstrate understanding by failing to <u>answer</u> any questions about key details in a text (<u>with prompting and support</u>).</p>	<p>3 = Meets</p> <p>2 = Approaching</p> <p>1 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
<b>Writing</b>	<b>W.K.1 (L)</b>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> skillfully uses a combination of <u>drawing, dictating,</u> and writing to compose opinion pieces.</p> <p><input type="checkbox"/> clearly tells a reader the topic or the name of the book they are writing about.</p>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> uses some combination of <u>drawing, dictating,</u> or writing to compose opinion pieces.</p> <p><input type="checkbox"/> makes reference to a topic or the name of a book; may be unclear.</p>	<p><b>(Organization &amp; Structure) The writing:</b></p> <p><input type="checkbox"/> does not use a combination of <u>drawing, dictating,</u> or writing to compose opinion pieces.</p> <p><input type="checkbox"/> does not tell the reader the topic or the name of the book they are writing about.</p>	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>&lt; 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
<b>Writing</b>	<b>W.K.1 (L)</b>	<p><b>(Ideas &amp; Content) The writing:</b></p> <p><input type="checkbox"/> maintains a consistent focus on the prompt/task with an engaging response.</p> <p><input type="checkbox"/> clearly states an opinion or preference about the topic or book.</p>	<p><b>(Ideas &amp; Content) The writing:</b></p> <p><input type="checkbox"/> addresses the prompt/task with some drift in focus.</p> <p><input type="checkbox"/> makes a vague reference to an opinion or preference about the topic or book.</p>	<p><b>(Ideas &amp; Content) The writing:</b></p> <p><input type="checkbox"/> does not address the prompt/task; little or no focus.</p> <p><input type="checkbox"/> does not provide an opinion or preference about the topic or book.</p>	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>&lt;4= Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>

## Kindergarten Opinion Text-Based Writing Rubric – Unit 4 (Continued)

### W.K.1 Write opinion pieces about topics or books.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
<b>Language</b>	L.K.1 (L)	<b>(Sentence Fluency) The writing:</b> <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.	<b>(Sentence Fluency) The writing:</b> <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.	<b>(Sentence Fluency) The writing:</b> <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing.	7-9 = Meets  5-6 = Approaching  <5 = Below  <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	L.K.2 (L)	<b>(Conventions) The writing:</b> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	<b>(Conventions) The writing:</b> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.	<b>(Conventions) The writing:</b> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.	
	(L.K.6) (L)	<b>(Word Choice &amp; Vocabulary) The writing:</b> <input type="checkbox"/> accurately uses a variety of <u>words</u> and phrases that make the writing interesting.	<b>(Word Choice &amp; Vocabulary) The writing:</b> <input type="checkbox"/> incorporates basic <u>words</u> and phrases; features functional vocabulary that communicates the message.	<b>(Word Choice &amp; Vocabulary) The writing:</b> <input type="checkbox"/> uses a limited range of <u>words</u> making the message unclear.	
( ) = partially meets expectations of the standard.		*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.		<b>Score "O"</b> - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.	
		<b>19 – 24 = Meets Grade Level Expectations</b>	<b>(L) = Standard is "Learned" in this unit.</b>	<b>Overall Score:</b>	
		<b>14 – 18 = Approaching Grade Level Expectations</b>	<b>(M) = Standard is "Mastered" in this unit.</b>		
		<b>&lt; 14 = Below Grade Level Expectations</b>	<b>(A) = Standard is "Applied" in this unit.</b>		
<b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ol>		<b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol>		<b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings. <ol style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</li> </ol> <b>L.K.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	

**Kindergarten Informative/Explanatory Text-Based Writing with Research Rubric – Unit 5**  
**W.K.2. Write informative/Explanatory text to examine topics.**

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded	
<b>Reading Comprehension</b>	(RI.K.1) or (RL.K.1) (L/M)	<p><b>(Citing Text) The writing:</b></p> <input type="checkbox"/> demonstrates understanding of the topic or book by accurately <u>answering</u> questions about 2 key details ( <u>with prompting and support</u> ).	<p><b>(Citing Text) The writing:</b></p> <input type="checkbox"/> demonstrates some understanding of the topic or book by <u>answering</u> at least 1 question about key details ( <u>with prompting and support</u> ).	<p><b>(Citing Text) The writing:</b></p> <input type="checkbox"/> does not demonstrate understanding of the topic or book by failing to <u>answer</u> any questions about key details ( <u>with prompting and support</u> ).	<p>3 = Meets 2 = Approaching 1 = Below</p> <p align="center">Subtotal:</p>	
	<b>Writing</b>	W.K.2 (L/M)	<p><b>(Organization &amp; Structure) The writing:</b></p> <input type="checkbox"/> skillfully uses a combination of drawing, dictating, and writing to compose informative/explanatory texts.  <input type="checkbox"/> clearly names what they are writing about.	<p><b>(Organization &amp; Structure) The writing:</b></p> <input type="checkbox"/> uses a combination of some drawing, dictating, or writing to compose informative/explanatory texts.  <input type="checkbox"/> provides a name for what they are writing about; may be unclear.	<p><b>(Organization &amp; Structure) The writing:</b></p> <input type="checkbox"/> fails to use either drawing, dictating, or writing to compose informative/explanatory texts.  <input type="checkbox"/> does not name what they are writing about.	<p>5-6 = Meets 4 = Approaching &lt; 4 = Below</p> <p align="center">Subtotal:</p>
		W.K.2 (L/M) (W.K.7) (W.K.8) (L/M)	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> maintains a consistent focus on the prompt/task with an engaging response.  <input type="checkbox"/> accurately supplies 2 or more pieces of information to tell about the topic.  <input type="checkbox"/> accurately integrates knowledge gained from shared research about the topic.	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> addresses the prompt/task with some drift in focus.  <input type="checkbox"/> supplies at least 1 piece of information to tell about the topic.  <input type="checkbox"/> makes limited references to the knowledge gained from shared research about the topic.	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> does not address the prompt/task; wanders off task & doesn't return.  <input type="checkbox"/> is missing any information about the topic.  <input type="checkbox"/> does not make reference to knowledge gained from shared research about the topic.	<p>7-9 = Meets 5-6 = Approaching &lt; 5 = Below</p> <p align="center">Subtotal:</p>

## Kindergarten Informative/Explanatory Text-Based Writing with Research Rubric – Unit 5 (Continued)

### W.K.2. Write informative/Explanatory text to examine topics.

<b>Language</b>	L.K.1 (L)	<b>(Sentence Fluency) The writing:</b> <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.	<b>(Sentence Fluency) The writing:</b> <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.	<b>(Sentence Fluency) The writing:</b> <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing.	7-9 = Meets  5-6 = Approaching  <5 = Below  <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto; text-align: center; padding: 2px;">Subtotal:</div>
	L.K.2 (L)	<b>(Conventions) The writing:</b> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	<b>(Conventions) The writing:</b> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.	<b>(Conventions) The writing:</b> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.	
	L.K.6 (L)	<b>(Word Choice &amp; Vocabulary) The writing:</b> <input type="checkbox"/> accurately uses a variety of words and phrases that make the writing interesting.	<b>(Word Choice &amp; Vocabulary) The writing:</b> <input type="checkbox"/> incorporates basic words and phrases; features functional vocabulary that communicates the message.	<b>(Word Choice &amp; Vocabulary) The writing:</b> <input type="checkbox"/> uses a limited range of words making the message unclear.	

\*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. ( ) = partially meets requirements of the standard.

**Score "O"** - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

**22 – 27 = Meets Grade Level Expectations**

**16 – 21 = Approaching Grade Level Expectations**

**< 16 = Below Grade Level Expectations**

(L) = Standard is "Learned" in this unit. (M) = Standard is "Mastered" in this unit. (A) = Standard is "Applied" in this unit.

**Overall Score:**

<p><b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ol>	<p><b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol>	<p><b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</li> </ol> <p><b>L.K.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>
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## Kindergarten Opinion Text-Based Writing Rubric – Unit 6

W.K.1 Write opinion pieces about topics or books.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension*	(RL.K.1) or (RI.K.1) (L/M)	<p><b>(Citing Text) The writing:</b></p> <input type="checkbox"/> demonstrates understanding by accurately <u>answering</u> 2 or more questions about key details in a text ( <u>with prompting and support</u> ).	<p><b>(Citing Text) The writing:</b></p> <input type="checkbox"/> demonstrates some understanding by <u>answering</u> 1 or more questions about key details in a text ( <u>with prompting and support</u> ).	<p><b>(Citing Text) The writing:</b></p> <input type="checkbox"/> does not demonstrate understanding by failing to <u>answer</u> any questions about key details in a text ( <u>with prompting and support</u> ).	<p>3 = Meets</p> <p>2 = Approaching</p> <p>1 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">Subtotal:</div>
Writing	W.K.1 (L/M)	<p><b>(Organization &amp; Structure) The writing:</b></p> <input type="checkbox"/> skillfully uses a combination of drawing, dictating, and writing to compose opinion pieces.	<p><b>(Organization &amp; Structure) The writing:</b></p> <input type="checkbox"/> uses some combination of drawing, dictating, or writing to compose opinion pieces.	<p><b>(Organization &amp; Structure) The writing:</b></p> <input type="checkbox"/> does not use a combination of drawing, dictating, or writing to compose opinion pieces.	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>&lt; 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">Subtotal:</div>
Writing	W.K.1 (L/M)	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> maintains a consistent focus on the prompt/task with an engaging response.	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> addresses the prompt/task with some drift in focus.	<p><b>(Ideas &amp; Content) The writing:</b></p> <input type="checkbox"/> does not address the prompt/task; little or no focus.	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>&lt;4= Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-left: auto;">Subtotal:</div>

## Kindergarten Opinion Text-Based Writing Rubric – Unit 6 (Continued)

### W.K.1 Write opinion pieces about topics or books.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
<b>Language</b>	L.K.1 (L/M)	<b>(Sentence Fluency) The writing:</b> <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.	<b>(Sentence Fluency) The writing:</b> <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.	<b>(Sentence Fluency) The writing:</b> <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing.	7-9 = Meets  5-6 = Approaching  <5 = Below  <div style="border: 1px solid black; padding: 2px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	L.K.2 (L/M)	<b>(Conventions) The writing:</b> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor.	<b>(Conventions) The writing:</b> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding.	<b>(Conventions) The writing:</b> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand.	
	(L.K.6) (L/M)	<b>(Word Choice &amp; Vocabulary) The writing:</b> <input type="checkbox"/> accurately uses a variety of words and phrases that make the writing interesting.	<b>(Word Choice &amp; Vocabulary) The writing:</b> <input type="checkbox"/> incorporates basic words and phrases; features functional vocabulary that communicates the message.	<b>(Word Choice &amp; Vocabulary) The writing:</b> <input type="checkbox"/> uses a limited range of words making the message unclear.	
( ) = partially meets expectations of the standard.		*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.		Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.	
		<b>19 – 24 = Meets Grade Level Expectations</b>	<b>(L) = Standard is "Learned" in this unit.</b>	<b>Overall Score:</b>	
		<b>14 – 18 = Approaching Grade Level Expectations</b>	<b>(M) = Standard is "Mastered" in this unit.</b>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	
		<b>&lt; 14 = Below Grade Level Expectations</b>	<b>(A) = Standard is "Applied" in this unit.</b>		
<b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ol>		<b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol>		<b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings. <ol style="list-style-type: none"> <li>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</li> <li>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</li> </ol> <b>L.K.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	