

Writing Rubric Kindergarten

1. Writes a brief personal story using pictures, words, and/or sentences.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • LC: <i>Launching the Writing Workshop</i> • Daily modeled, shared, interactive, and independent writing. • F & P: <i>Phonics Lessons</i>, PA 1,2 		<ul style="list-style-type: none"> • Writing Samples
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<ul style="list-style-type: none"> • Student uses scribble writing. • Student draws a picture. 	<ul style="list-style-type: none"> • Student uses some random letters to tell a personal story. • Student draws a picture and tells a personal story to go with it. 	<ul style="list-style-type: none"> • Student's story comes from a personal experience. • Student's written story incorporates representation of two or more words (words may be written as single letters, ie. beginning sound, and words may be labels). • Student includes a related illustration.

2. Reads and tries to copy different styles of poetry.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • Read-aloud, shared and interactive reading of a large variety of poems. Examples: Nursery rhymes, <i>Sing a Song of Poetry</i>, Collections of a particular poet's work, children's poetry collections. • LC: <i>Poetry: Powerful Thoughts in Tiny Packages</i>, Sessions 1-6 • F & P: <i>Phonics Lessons</i>, "Did you ever see a sheep in a jeep" lesson and others. 		<ul style="list-style-type: none"> • Observations of students using poems during phonics lessons, word work and writing workshop.
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<ul style="list-style-type: none"> • Student participates in shared reading of poems. 	<ul style="list-style-type: none"> • Student copies poems. • Student memorizes familiar poems. 	<ul style="list-style-type: none"> • Student independently writes poetry. • Student is able to change words of poems (rhyming words, descriptive words, etc.) to create new poems. • Student reads familiar poems.

Writing Rubric Kindergarten

3. Writes a brief informational piece using drawings, words and/or sentences as a page for a class book.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • Read-alouds and shared reading of informational texts. • Writing predictable charts and class books on topics such as favorite foods, colors, activities and so on, or field trip reflections. • F & P: <i>Phonics Lessons</i>, ELC 3 • LC: <i>Nonfiction Writing: Procedures and Reports</i>, Session 11 		<ul style="list-style-type: none"> • Writing samples of class books.
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<ul style="list-style-type: none"> • Student creates page using drawings, labels, words and/or sentences that are not related to topic. 	<ul style="list-style-type: none"> • Student contributes page related to informational topic with teacher assistance. 	<ul style="list-style-type: none"> • Student independently contributes one page for a class book using drawings, labels or words, and/or sentences (words can be beginning, middle, or ending letter sounds). • Information on student's page is related to the main idea of the class book.

4. Helps with a class research project by adding key information gathered from materials supplied by the teacher.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • Read-alouds and shared reading of science and social studies unit topics. • Direct teaching of structure of informational texts. • LC: <i>Nonfiction Writing: Procedures and Reports</i>, Sessions 7-11 		<ul style="list-style-type: none"> • Participation in gathering information. • Participation in shared, interactive and independent writing of class books.
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<ul style="list-style-type: none"> • Student does not use materials to gather information. • Student writes or draws on random topic. 	<ul style="list-style-type: none"> • Student gathers factual information with teacher assistance. • Student writes key information in words and/or sentences for class book with teacher assistance. 	<ul style="list-style-type: none"> • Student demonstrates ability to gather factual information from materials. • Student writes key information in words and/or sentences for class book. (Example: writes <i>b fr</i> (brown fur) in guinea pig book.

Writing Rubric Kindergarten

5. Brainstorms ideas for narrative stories.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • Teacher models how she comes up with ideas out of her own experience. • LC: <i>Launching the Writing Workshop</i>, Session 1 		<ul style="list-style-type: none"> • Observation and anecdotal notes: Children's writing reflects their life stories. • Writing conferences
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<ul style="list-style-type: none"> • Student is not able to choose topics for own writing. 	<ul style="list-style-type: none"> • Student able to choose multiple writing topics with teacher assistance. 	<ul style="list-style-type: none"> • Student independently chooses writing topics from own experience.

6. Produces pictures and drawings that fit the story.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • Read-alouds, shared reading • Encourage students to elaborate on the meaning contained in the pictures they draw. • Daily interactive writing to draw attention to print. • LC: <i>Launching the Writing Workshop</i>: Sessions 2, 4, 5 		<ul style="list-style-type: none"> • Work Samples • Writing Conferences
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<ul style="list-style-type: none"> • Student makes random marks and scribbles. 	<ul style="list-style-type: none"> • Student writing and picture are not related. 	<ul style="list-style-type: none"> • Student draws pictures relevant to the topic they tell or write about.

Writing Rubric Kindergarten

7. As s/he plans to write, with help from the teacher, thinks about how the readers will react.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • LC: <i>Small Moments</i>: Session 7 • LC: <i>Writing for Readers</i>: Sessions 1, 2, 10 • LC: <i>Conferring Handbook</i>: “Touching the Page”, p. 16 • LC: Nonfiction Writing, Session 2, 3, 9 • Individual Writing Conferences 		<ul style="list-style-type: none"> • Individual and group conferences.
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
Before writing, when teacher asks, student cannot suggest topic.	<ul style="list-style-type: none"> • Before writing, when teacher asks, student gives broad topic without details of story. 	<ul style="list-style-type: none"> • Before writing, when teacher asks, student is able to share plan for writing and details of story which s/he thinks the reader will find interesting or informative.

8. Spells words based on how they sound.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • LC: <i>Launching the Writing Workshop</i>: Sessions 7, 8 • LC: <i>Small Moments</i>: Session 5 • LC: <i>Writing for Readers</i>: Session 3 • F & P: <i>Phonics Lessons</i>: PA 7, 17, 18, 23, WSA 2, 3 		<ul style="list-style-type: none"> • Writing Samples • Written word work
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<ul style="list-style-type: none"> • Student cannot represent words with appropriate letter sounds. 	<ul style="list-style-type: none"> • Student can say words slowly, hear and write one sound from beginning, middle, or end or words. 	<ul style="list-style-type: none"> • Student can say words slowly, hear and write at least two letter sounds from the beginning, middle, or end of words.

Writing Rubric Kindergarten

9. Brainstorms ideas for informational text.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • Read-alouds and shared reading of informational text. • Teacher models how s/he comes up with ideas to choose informational topic to write about. • LC: <i>Nonfiction Writing</i>: Session 1 		<ul style="list-style-type: none"> • Participation in group discussion. • Anecdotal notes from conferences
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<ul style="list-style-type: none"> • Student cannot self-generate informational topic. 	<ul style="list-style-type: none"> • Student can choose informational topic with teacher assistance. 	<ul style="list-style-type: none"> • Student independently chooses an informational topic to write about.

10. Makes changes to his/her writing by reading it to a friend, and asks for ideas to improve it to make the meaning more clear.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • LC: <i>Small Moments</i>: Session 3– • Student responds to: <ul style="list-style-type: none"> • What did you write yesterday? • Are you done or will you add on? • How will your story go? • LC: <i>Small Moments</i>, Session 14 • LC: <i>The Craft of Revision</i>, Session 12 • Teacher modeling and charts available for reference 		<ul style="list-style-type: none"> • Observation of writing partnerships
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<ul style="list-style-type: none"> • Student does not participate in peer conferring. 	<ul style="list-style-type: none"> • With teacher assistance, student adds or changes words or conventions of print in his/her text based on peer conferring. • With teacher assistance, student asks peers for ideas about writing. 	<ul style="list-style-type: none"> • Student adds or changes words or conventions of print in his/her text based on peer conferring. • Student asks peers for ideas about writing.

Writing Rubric Kindergarten

11. Expresses feelings, uses his/her natural language and creates new ideas to show originality in his/her speech and writing.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> LC: <i>Small Moments</i>: Session 9 Teacher modeling during writing 		<ul style="list-style-type: none"> Teacher looks for student writing that conveys feeling without necessarily using feeling words: Example: <i>My dad bought me a hot dog which I ate slowly bite by bite by bite.</i> Or: <i>When my dog died I cried and cried.</i>
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<ul style="list-style-type: none"> Student does not incorporate descriptive language in writing. 	<ul style="list-style-type: none"> With teacher assistance, student writes sentences which convey what s/he feels using descriptive language. With teacher assistance, student conveys feelings in his/her writing about a variety of topics over time. 	<ul style="list-style-type: none"> Student writes sentences that convey what s/he feels using descriptive language. Student conveys feelings in his/her writing about a variety of topics over time.

12. Uses beginning and simple ending sounds, or word lists provided by the teacher to figure out how to spell more words.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> F & P: <i>Phonics Lessons</i> LS 1, 2, 4, PA 12, 13 LC: <i>Small Moments</i>: Session 5 LC: <i>Writing for Readers</i>: Session 7 Create and use word wall, word lists, and personal word bank. 		<ul style="list-style-type: none"> Observations and anecdotal notes Writing samples Student can share how s/he figured out how to spell a word.
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<ul style="list-style-type: none"> Student writes with no letter-sound correlation. 	<ul style="list-style-type: none"> Student writes with a single sound only for each word in their sentence. 	<ul style="list-style-type: none"> Student can spell unknown words by using knowledge of sound-symbol relationships. Student can say words slowly, hear sounds at the beginning and end of words and connect with some letters. Student represents whole words with two or more letters. Student copies words from environmental resources.

Writing Rubric Kindergarten

13. Correctly spells about 18 words s/he sees often and finds meaningful.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • Creating and using word wall, word lists, personal word banks • LC: <i>Writing for Readers</i>, Sessions 4, 7, 8 • F & P: <i>Phonics Lessons</i>, HF 1 -4, LK 4 		<ul style="list-style-type: none"> • Writing samples • Observations/anecdotal notes from interactive and independent writing.
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<ul style="list-style-type: none"> • Student writes 0-9 words correctly on Ten Minutes Word Write assessment. 	<ul style="list-style-type: none"> • Student writes 10-17 words correctly on Ten Minute Word Write assessment. 	<ul style="list-style-type: none"> • Student writes 18+ words correctly on Ten Minute Word Write assessment.

14. Writes from left to right and top to bottom.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • Daily interactive writing • Direct and intentional instruction during modeled writing. • Daily opportunities for independent writing. • LC: <i>Nuts and Bolts of Teaching Writing</i>: Chapter 8 		<ul style="list-style-type: none"> • Observation during independent writing periods. • Anecdotal notes.
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<ul style="list-style-type: none"> • Student labels pictures. 	<ul style="list-style-type: none"> • Students may not consistently demonstrate return sweep. 	<ul style="list-style-type: none"> • Student demonstrates return sweep when writing.

Writing Rubric Kindergarten

15. Forms upper and lower case letters.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • Explicit instruction in handwriting: F & P: Verbal Path, Handwriting Without Tears • F & P: <i>Phonics Lessons</i>: ELC 1, LK 3, 9, 12, 16 • Daily opportunities to write • Provision of models that are easily accessible (alphabet strips and linking charts, word walls) 		<ul style="list-style-type: none"> • Writing Samples
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<ul style="list-style-type: none"> • Student forms letter-like scribbles. 	<ul style="list-style-type: none"> • Student is beginning to form letters in a recognizable way. 	<ul style="list-style-type: none"> • Student can correctly form most letters, though may still mix upper and lowercase and may still reverse some letters.

16. Leaves spaces between words when writing.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • Daily interactive writing. • Direct and intentional instruction during modeled writing, shared writing, and interactive writing. • Make it/break it sentence building activities • LC: <i>Writing for Readers</i>: Session 5 • F & P: <i>Phonics Lessons</i>, ELC 3, 8 		<ul style="list-style-type: none"> • Writing Samples
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<ul style="list-style-type: none"> • Student does not leave spaces between words. 	<ul style="list-style-type: none"> • Student inconsistently leaves spaces between words. • Student uses marks (ex: dash, slash, dot, etc.) to distinguish spaces between words. 	<ul style="list-style-type: none"> • Student consistently leaves spaces between words when writing.

Writing Rubric Kindergarten

17. Is eager to write and learn to write.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> Teacher models joy of writing in a variety of classroom activities such as modeled writing, shared writing, interactive writing and independent writing. Teacher shows interest and excitement about writing that student produces. 		<ul style="list-style-type: none"> Observation as students write, ie. Student willingly participates in opportunities to write during the school day: writing workshop, phonics and word work, writing center. Writes for own purposes such as labeling a block tower, writing in the playhouse, and writing notes to friends and family.
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<ul style="list-style-type: none"> Student does not engage in writing tasks. 	<ul style="list-style-type: none"> Student needs teacher assistance to maintain engagement in writing tasks. 	<ul style="list-style-type: none"> Student writes without adult coaxing. Student attempts and/or incorporates new skills taught in mini-lessons. Student perseveres when writing. Student writes for a variety of purposes.