

## Rubric for On-Demand Narrative Writing – Kindergarten

Points score	0-Off Topic Points: 2-22		Points: 22.5-27.5		Points: 28-38.5		Points: 39-44	
Writing on-demand scores are reported on a parent assessment letter sent with report cards. The scores will indicate a student’s general performance in writing to a prompt.								
<b>Standards score</b>	<b>1 – Area of Concern</b>  <b>(0 points)</b>	<b>Opts</b>	<b>2 – Developing Pre-Kindergarten</b>  <b>(2 points)</b>	<b>2.5pts</b>	<b>3 – Meeting Kindergarten</b>  <b>(3 points)</b>	<b>3.5pts</b>	<b>4 – Exceeding Grade 1</b>  <b>(4 points)</b>	<b>Score</b>
<i>Rubric adapted from Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project</i>								
<b>STRUCTURE</b>								
<b>Overall</b>	Does not yet meet developing criteria.	Mid-level	The writer told a story with pictures and some “writing.”	Mid-level	The writer told, drew, and wrote a whole story.	Mid-level	The writer wrote about when she did something.	
<b>Lead</b>	Does not yet meet developing criteria.	Mid-level	The writer started by drawing or saying something.	Mid-level	The writer had a page that showed what happened first.	Mid-level	The writer tried to make a beginning for his story.	
<b>Transitions</b>	Does not yet meet developing criteria.	Mid-level	The writer kept on working.	Mid-level	The writer uses natural transitions to move the story along.	Mid-level	The writer put her pages in order. She used words such as and and then, so, or uses natural transitions.	
<b>Ending</b>	Does not yet meet developing criteria.	Mid-level	The writer’s story ended.	Mid-level	The writer had a page that showed what happened last in her story.	Mid-level	The writer found a way to end his story.	
<b>Organization</b>	Does not yet meet developing criteria.	Mid-level	On the writer’s paper, there was a place for drawing and a place where she tried to write words.	Mid-level	The writer has a beginning, middle and end.	Mid-level	The writer wrote her story with a beginning, middle, and end with appropriate detail.	
<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	Does not yet meet developing criteria.	Mid-level	The writer put more and then more on the page.	Mid-level	The writer’s story indicated who was there, what they did, and how the characters felt.	Mid-level	The writer uses (show not tell) details in pictures and words to show what is happening with the character.	(x2)
<b>Craft*</b>	Does not yet meet developing criteria.	Mid-level	In the writer’s story, she told and showed what happened.	Mid-level	The writer drew and wrote some details about what happened.	Mid-level	The writer used pictures and words to give details.	(x2)
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	Does not yet meet developing criteria.	Mid-level	The writer could read his pictures and some of his words. The writer tried to make words.	Mid-level	The writer could read her writing. The writer wrote a letter for the sounds she heard.	Mid-level	The writer used all he knew about words and chunks of words (at, op, it, etc.) to help him spell.	
<b>Punctuation</b>	Does not yet meet developing criteria.	Mid-level	The writer could label pictures. The writer could write her name.		The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.		The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	

Name \_\_\_\_\_ Date: \_\_\_\_\_

								Total
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\*Elaboration and Craft are double-weighted categories.

Number of Points	Standard Score
2-22	Area of Concern
22.5-27.5	Developing
28-38.5	Meeting
39-44	Exceeding

Name \_\_\_\_\_ Date: \_\_\_\_\_

## Rubric for On-Demand Information Writing – Kindergarten

Points score	0-Off Topic Points: 2-22		Points: 22.5-27.5		Points: 28-38.5		Points: 39-44	
Writing on-demand scores are reported on a parent assessment letter sent with report cards. The scores will indicate a student's general performance in writing to a prompt.								
Standards Score	1 – Area of Concern  (0 points)		2 – Developing Pre-Kindergarten  (2 points)	2.5 pts	3 – Meeting Kindergarten  (3 points)	3.5 pts	4 – Exceeding 1 <sup>st</sup> Grade  (4 points)	Score
<i>Rubric developed by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project</i>								
STRUCTURE								
Overall	Does not yet meet developing criteria.	Mid-level	The writer told and drew pictures about a topic she knew.	Mid-level	The writer told, drew, and wrote about a topic.	Mid-level	The writer taught readers about a topic.	
Lead	Does not yet meet developing criteria.	Mid-level	The writer started by drawing or saying something.	Mid-level	The writer told what her topic was.	Mid-level	The writer named his topic in the beginning and got the readers' attention.	
Transitions	Does not yet meet developing criteria.	Mid-level	The writer kept on working.	Mid-level	The writer put different things he knew about the topic on his pages.	Mid-level	The writer told different parts about her topic on different pages.	
Ending	Does not yet meet developing criteria.	Mid-level	After the writer said, drew, and "wrote" all he could about his topic, he ended it.	Mid-level	The writer had a last part or page.	Mid-level	The writer wrote an ending.	
Organization	Does not yet meet developing criteria.	Mid-level	On the writer's paper, there was a place for the drawing and a place where she tried to write words.	Mid-level	The writer told, drew, and wrote information across pages.	Mid-level	The writer told about her topic part by part.	
DEVELOPMENT								
Elaboration*	Does not yet meet developing criteria.	Mid-level	The writer put more and then more on the page.	Mid-level	The writer drew and wrote some important things about the topic.	Mid-level	The writer put facts in his writing to teach about his topic.	(x2)
Craft*	Does not yet meet developing criteria.	Mid-level	The writer said, drew, and "wrote" things she knew about the topic.	Mid-level	The writer told, drew, and wrote some details about the topic.	Mid-level	The writer used labels and words to give facts.	(x2)
LANGUAGE CONVENTIONS								
Spelling	Does not yet meet developing criteria.	Mid-level	The writer could read his pictures and some of his words.  The writer tried to make words.	Mid-level	The writer could read her writing. The writer wrote a letter for the sounds she heard.	Mid-level	The writer used all he knew about words and chunks (at, op, it, etc.) to help him spell. The writer spelled the word wall words right and used the word wall to help him spell other words.	

Name \_\_\_\_\_ Date: \_\_\_\_\_

Punctuation	Does not yet meet developing criteria.	Mid-level	The writer could label pictures. The writer could write her name.	Mid-level	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended with sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	
								Total

\*Elaboration and Craft are double-weighted categories.

Note that this piece of writing is not about the accuracy of the information but rather the ability to write an informational article using the appropriate form and structure. Students may have misconceptions about some facts regarding the content.

Number of Points	Standard Score
2-22	Area of Concern
22.5-27.5	Developing
28-38.5	Meeting
39-44	Exceeding

Name \_\_\_\_\_ Date: \_\_\_\_\_

## Rubric for On-Demand Opinion Writing – Kindergarten

Points score	0-Off Topic Points: 2-22		Points: 22.5-27.5		Points: 28-38.5		Points: 39-44	
Writing on-demand scores are reported on a parent assessment letter sent with report cards. The scores will indicate a student’s general performance in writing to a prompt.								
Standards Score	1 – Area of Concern  (0 points)	0 pts	2 – Developing Pre-Kindergarten  (2 points)	2.5 pts	3 – Meeting Kindergarten  (3 points)	3.5 pts	4 – Exceeding Grade 1  (4 points)	Score
<i>Rubric developed by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project</i>								
STRUCTURE								
<b>Overall</b>	Does not yet meet developing criteria.	Mid-level	The writer told about something she liked or disliked with pictures and some “writing.”	Mid-level	The writer told, drew, and wrote his opinion or likes and dislikes about a topic or book.	Mid-level	The writer wrote her opinion or her likes and dislikes and said why.	
<b>Lead</b>	Does not yet meet developing criteria.	Mid-level	The writer started by drawing or saying something.	Mid-level	The writer wrote her opinion in the beginning.	Mid-level	The writer wrote a beginning in which he got readers’ attention. He named the topic or text he was writing about and gave his opinion.	
<b>Transitions</b>	Does not yet meet developing criteria.	Mid-level	The writer kept on working.	Mid-level	The writer wrote his idea and then said more. He used words such as because.	Mid-level	The writer said more about her opinion and used words such as and and because.	
<b>Ending</b>	Does not yet meet developing criteria.	Mid-level	The writer ended working when he had said, drawn, and “written” all he could about his opinion.	Mid-level	The writer had a last part or page.	Mid-level	The writer wrote an ending for his piece.	
<b>Organization</b>	Does not yet meet developing criteria.	Mid-level	On the writer’s paper, there was a place for the drawing and a place where she tried to write words.	Mid-level	The writer told his opinion in one place and in another place he said why.	Mid-level	The writer wrote a part where she got readers’ attention and a part where she said more.	
DEVELOPMENT								
<b>Elaboration*</b>	Does not yet meet developing criteria.	Mid-level	The writer put more and then more on the page.	Mid-level	The writer put everything she thought about the topic (or book) on the page.	Mid-level	The writer wrote at least one reason for his opinion.	(x2)
<b>Craft*</b>	Does not yet meet developing criteria.	Mid-level	The writer said, drew, and “wrote” some things about what she liked and did not like.	Mid-level	The writer had details in pictures and words.	Mid-level	The writer used labels and words to give details.	(x2)
LANGUAGE CONVENTIONS								
<b>Spelling</b>	Does not yet meet developing criteria.	Mid-level	The writer could read his pictures and some of his words. The writer tried to make words.	Mid-level	The writer could read her writing. The writer wrote a letter for the sounds she heard.	Mid-level	The writer used all he knew about words and chunks of words (at, op, it, etc.) to help him spell.	

Name \_\_\_\_\_ Date: \_\_\_\_\_

<b>Punctuation</b>	Does not yet meet developing criteria.	Mid-level	The writer could label pictures. The writer could write her name.	Mid-level	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	
								Total

\*Elaboration and Craft are double-weighted categories.

Number of Points	Standard Score
2-22	Area of Concern
22.5-27.5	Developing
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39-44	Exceeding