

Morrice Area Schools – Informative Writing Rubric

Kindergarten

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

Adapted from Elk Grove Unified School District Common Core Writing Rubrics
 CCSS – Common Core State Standards alignment (“W” = Writing strand; “L” = Language strand)