

Morrice Area Schools-Persuasive Writing Rubric

Kindergarten

	4 - Advanced (Exceeds Standards)	3 - Proficient (Meets Standards)	2 – Partial (Approaching Standards)	1 - Minimal (Below Standards)
Focus/ Opinion CCSS: ➤ W – 1	<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 – 1	<ul style="list-style-type: none"> • Identifies opinion in topic sentence • Supplies a reason for the opinion • Provides some sense of closure 	<ul style="list-style-type: none"> • Identifies opinion in a phrase or sentence • Identifies opinion clearly 	<ul style="list-style-type: none"> • Identifies opinion in a student- dictated phrase or sentence • Identifies an opinion that may be unclear 	<ul style="list-style-type: none"> • Identifies opinion in drawing(s) or not at all • Identifies opinion that is off-topic or missing
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 – 2a-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 consistently and 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 minor errors: first word in a sentence and the pronoun “I” • Uses end punctuation inconsistently but correctly • 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 inconsistently and 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)