

Kindergarten Narrative Writing Rubric

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
Writing	W.K.3	(Organization & Structure) The writing: <ul style="list-style-type: none"> <input type="checkbox"/> skillfully uses a combination of either drawing, dictating, and/or writing to narrate a single event or several loosely linked events. <input type="checkbox"/> accurately tells about events in the order in which they occurred. <input type="checkbox"/> provides an effective reaction to what happened. 	(Organization & Structure) The writing: <ul style="list-style-type: none"> <input type="checkbox"/> uses either drawing, dictating, or writing to narrate a single event or several loosely linked events. <input type="checkbox"/> includes attempts at sequencing in writing or drawing; but may appear out of order. <input type="checkbox"/> provides a limited reaction to what happened. 	(Organization & Structure) The writing: <ul style="list-style-type: none"> <input type="checkbox"/> fails to be able to meaningfully narrate a single event or several loosely linked events by either drawing, dictating or writing. <input type="checkbox"/> has sequencing that appears random and/or shows no sense of sequencing. <input type="checkbox"/> does not provide a reaction to what happened. 	7-9 = Meets 5-6 = Approaching < 5 = Below <div>Subtotal:</div>
		(Ideas & Content) The writing: <ul style="list-style-type: none"> <input type="checkbox"/> uses either drawing, dictating and writing to address the prompt/task with a clear, focused, engaging response including appropriate detail. 	(Ideas & Content) The writing: <ul style="list-style-type: none"> <input type="checkbox"/> shows that the main idea is evident through either drawing, dictating, or writing; supporting details may be general or drift away from the main focus. 	(Ideas & Content) The writing: <ul style="list-style-type: none"> <input type="checkbox"/> does not communicate a main focus through either drawing, dictating or writing. 	3 = Meets 2 = Approaching 1 = Below <div>Subtotal:</div>
Language	L.K.1	(Sentence Fluency) The writing: <ul style="list-style-type: none"> <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read. 	(Sentence Fluency) The writing: <ul style="list-style-type: none"> <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read. 	(Sentence Fluency) The writing: <ul style="list-style-type: none"> <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>Subtotal:</div>
	L.K.2	(Conventions) The writing: <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor. 	(Conventions) The writing: <ul style="list-style-type: none"> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding. 	(Conventions) The writing: <ul style="list-style-type: none"> <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)	(Word Choice & Vocabulary) The writing: <ul style="list-style-type: none"> <input type="checkbox"/> accurately uses a variety of colorful words and phrases that make the writing interesting. 	(Word Choice & Vocabulary) The writing: <ul style="list-style-type: none"> <input type="checkbox"/> incorporates basic words and phrases; features functional vocabulary that communicates the message. 	(Word Choice & Vocabulary) The writing: <ul style="list-style-type: none"> <input type="checkbox"/> uses a limited range of words making the message unclear. 	

Kindergarten Narrative Writing Rubric (Continued)

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*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 “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.

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.