

**Semester TWO Rubric – KINDERGARTEN**

## Writing

Report Card Line	<b>4 ADVANCED</b>	<b>3 PROFICIENT</b>	<b>2 BASIC</b>	<b>1 MINIMAL</b>
<b>Writes name</b>	Independently demonstrates all proficient skills and: <ul style="list-style-type: none"><li>Writes familiar names correctly using capital and lowercase letters – no reversals - - (friends, family members, pets...) throughout Writer's Workshop</li></ul>	<ul style="list-style-type: none"><li>Writes first and last name correctly using capital and lowercase letters without a model</li></ul>	<ul style="list-style-type: none"><li>Writes first and last name with inconsistent use of capital and lowercase letters and/or requires model</li></ul>	<ul style="list-style-type: none"><li>Needs intensive support to write first and last name</li></ul>
<b>Forms letters correctly (following verbal pathways)</b>	<ul style="list-style-type: none"><li>Forms letters correctly while writing with minimal reversals</li><li>Consistently uses lowercase letters appropriately while writing</li></ul>	<ul style="list-style-type: none"><li>Writes most letters with accurate formation</li><li>Uses lowercase letters appropriately while writing most of the time</li></ul>	<ul style="list-style-type: none"><li>Inconsistently uses appropriate letter formation</li><li>Uses some lowercase letters while writing</li></ul>	<ul style="list-style-type: none"><li>Demonstrates little or no understanding of letter formation</li><li>Writes using invented symbols and/or all capital letters</li></ul>
<b>Generates ideas before writing (PREWRITE)</b>	<ul style="list-style-type: none"><li>Identifies own topics and ideas for writing</li><li>Independently sketches, verbalizes, and/or brainstorms an appropriate plan for writing</li><li>Demonstrates excitement and motivation towards writing on a daily basis as well as inspiring classmates</li></ul>	<b>With teacher support:</b> <ul style="list-style-type: none"><li>Brainstorms own ideas</li><li>Identifies own topic and idea for writing</li><li>Generates ideas from verbal prompt</li></ul>	<b>With teacher support:</b> <ul style="list-style-type: none"><li>Needs intensive support to demonstrate proficient skills</li><li>Understands concept of brainstorming and generating ideas</li></ul>	<b>With teacher support:</b> <ul style="list-style-type: none"><li>Demonstrates little or no understanding of the concepts and/or proficient skills</li></ul>

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<b>Creates text from own ideas</b> (DRAFTING)	Independently demonstrates all proficient skills and: <ul style="list-style-type: none"> <li>Writes multiple sentences to form a sequential story including details</li> <li>Begins to use sketches from prewrite to create a meaningful text</li> <li>Writes in grade level genre above grade level expectation</li> </ul>	<ul style="list-style-type: none"> <li>Uses sounds to write unknown words</li> <li>Writes known words</li> <li>Matches text with pictures</li> <li>Writes a simple sentence that makes sense to the writer and teacher</li> </ul> <b>With teacher modeling/support:</b> <ul style="list-style-type: none"> <li>Writes for a specific audience as identified by the teacher</li> <li>Writes in grade level genre</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently understands or applies proficient skills and requires teacher help</li> </ul> <b>With teacher modeling/support:</b> <ul style="list-style-type: none"> <li>Inconsistently understands concept of audience</li> <li>Has difficulty retaining purpose of writing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little understanding of the proficient skills and requires intensive teacher help</li> <li>Developmentally not ready for concepts of audience or genre</li> </ul>
<b>Rereads own writing to self and others to make improvements</b> (CONFERENCE / RESPOND)	Independently demonstrates all proficient skills and: <ul style="list-style-type: none"> <li>Rereads while writing to remember ideas</li> <li>Rereads after stopping to spell words</li> <li>Makes choices from feedback for revision</li> </ul>	<b>With teacher support:</b> <ul style="list-style-type: none"> <li>Rereads using one to one matching and understands pictures/writing</li> <li>Conferences about writing</li> <li>Applies teacher feedback for revision</li> </ul>	<ul style="list-style-type: none"> <li><u>Requires teacher modeling</u> to reread using one to one matching</li> <li>Understands pictures/writing</li> </ul> <b>With teacher support:</b> <ul style="list-style-type: none"> <li>Conferences about writing</li> <li>Applies teacher feedback for revision</li> </ul>	<ul style="list-style-type: none"> <li><u>Requires teacher modeling</u>, but has little or no understanding of one to one matching</li> <li>Pictures/writing unclear</li> <li>Has little or no understanding of purpose or concepts of conference</li> <li>Requires intensive teacher help to apply feedback</li> </ul>

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<p><b>Uses some writing conventions (directionality, capitalization, punctuation, and spacing)</b></p> <p>(EDITING)</p>	<ul style="list-style-type: none"> <li>Independently demonstrates all proficient skills and <u>consistently</u> uses them appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Writes left to right, top to bottom, return sweep</li> <li>Attempts and understands spacing within writing</li> <li>Attempts and understands use of periods</li> <li>Uses capitalization at the beginning of the sentence most of the time</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently demonstrates proficient skills and/or requires teacher help</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates little understanding of writing conventions</li> <li>Needs intensive teacher help to use grade level writing conventions</li> </ul>