

970 N. Glenn Road. \* Casper, WY 82601 \* (307) 253-5200\* [Fax](http://WWW.NATRONASCHOOLS.ORG) (307) 253-5 September 2012

**Informational or Explanatory Text-Based Writing Rubric**

# Kindergarten

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
| Reading/ Research | The combination of drawing, dictating, and writing –   * makes effective use of available resources * effectively uses relevant and sufficient text support from the provided resources with accuracy | The combination of drawing, dictating, and writing –   * makes adequate use of available resources * uses relevant and sufficient text support from the provided resources with accuracy | The combination of drawing, dictating, and writing –   * makes limited use of available resources * inconsistently uses relevant and sufficient text support from the provided resources with accuracy | The combination of drawing, dictating, and writing –   * makes inadequate use of available resources * fails to use relevant and sufficient text support from the provided resources with accuracy |
| Development | The combination of drawing, dictating, and writing –   * addresses all aspects of the writing task with a tightly focused and detailed response * effectively develops the topic using some relevant and sufficient information * demonstrates effective use of writing process (using technology if applicable) ∆ | The combination of drawing, dictating, and writing –   * addresses the writing task with a focused response * develops the topic using some relevant and sufficient information * demonstrates adequate use of writing process (using technology if applicable) ∆ | The combination of drawing, dictating, and writing –   * addresses the writing task with an inconsistent focus * inconsistently develops the topic using some relevant and sufficient information * demonstrates limited use of writing process (using technology if applicable) ∆ | The combination of drawing, dictating, and writing –   * attempts to address the writing task but lacks focus * develops the topic using irrelevant and/or insufficient information * demonstrates inadequate use of writing process (using technology if applicable) ∆ |
| Organization | The combination of drawing, dictating, and writing –   * effectively identifies the topic * has evidence of purposeful organization that supports the writing task * attempts to provide a sense of closure | The combination of drawing, dictating, and writing –   * identifies the topic * has some evidence of purposeful organization | The combination of drawing, dictating, and writing –   * may identify the topic * has limited evidence of purposeful organization (ideas may be rambling and/or repetitive) | The combination of drawing, dictating, and writing –   * may identify the topic * shows little or no evidence of purposeful organization |
| Language/ Conventions | The combination of drawing, dictating, and writing –   * demonstrates a well-developed command of developmentally appropriate standard English conventions; errors do not interfere with understanding | The combination of drawing, dictating, and writing –   * demonstrates a command of developmentally appropriate standard English conventions; errors do not interfere with understanding | The combination of drawing, dictating, and writing –   * demonstrates a limited and/or inconsistent command of developmentally appropriate standard English conventions; errors may interfere with understanding | The combination of drawing, dictating, and writing –   * demonstrates a weak command of developmentally appropriate standard English conventions; errors interfere with understanding |

∆ added by NCSD #1 Used with permission from: Theresa Bennett/Denise Weiner/ Denise Allen