**Narrative Text-Based Writing Rubric**

# Kindergarten

|  | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
| --- | --- | --- | --- | --- |
| Reading/ Research  (Only if applicable) | 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 | Using a combination of drawing, dictating, and writing –   * skillfully recounts a single event or several loosely linked events * skillfully provides a reaction to what happened * demonstrates effective use of writing process (using technology if applicable) ∆ | Using a combination of drawing, dictating, and writing –   * recounts a single event or several loosely linked events * provides a reaction to what happened * demonstrates adequate use of writing process (using technology if applicable) ∆ | Using a combination of drawing, dictating, and writing –   * attempts to recount a single event or several loosely linked events * attempts to provide a reaction to what happened * demonstrates limited use of writing process (using technology if applicable) ∆ | Using a combination of drawing, dictating, and writing –   * fails to recount a single event or several loosely linked events * fails to provide a reaction to what happened * demonstrates inadequate use of writing process (using technology if applicable) ∆ |
| Organization | Using a combination of drawing, dictating, and writing –   * skillfully tells about events in the order they occurred | Using a combination of drawing, dictating, and writing –   * tells about events in the order they occurred | Using a combination of drawing, dictating, and writing –   * attempts to tell about events in the order they occurred | Using a combination of drawing, dictating, and writing –   * fails to tell about events in the order they occurred |
| 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