

**Semester TWO Rubric – KINDERGARTEN**

**Writing**

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
<p><b>Generates ideas for writing</b> (PREWRITE)</p>	<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>	<p><b>With teacher support:</b></p> <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>	<p><b>With teacher support:</b></p> <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>	<p><b>With teacher support:</b></p> <ul style="list-style-type: none"> <li>▪ Demonstrates little or no understanding of the concepts and/or proficient skills</li> </ul>
<p><b>Writes name</b> (DRAFTING)</p>	<p>Independently demonstrates all proficient skills and:</p> <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>

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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> </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>	<ul style="list-style-type: none"> <li>▪ Inconsistently understands or applies proficient skills and requires teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates little understanding of the proficient skills and requires intensive teacher help</li> </ul>
<b>Rereads own writing</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> </ul>	<b>With teacher prompt:</b> <ul style="list-style-type: none"> <li>▪ Rereads using one to one matching and understands pictures/writing</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>	<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> </ul>
<b>Shares writing with teacher to make improvements</b> (CONFERENCE / RESPOND & REVISING)	Independently demonstrates all proficient skills and: <ul style="list-style-type: none"> <li>▪ Makes choices from feedback for revision</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>	<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>▪ 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> (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>
<p><b>Forms letters correctly</b> (EDITING / DRAFTING)</p>	<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>
<p><b>Writes for different purposes and audiences</b> (GENRE)</p>	<ul style="list-style-type: none"> <li>▪ Writes in grade level genre above grade level expectation</li> </ul>	<p><b>With teacher modeling/support:</b></p> <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>	<p><b>With teacher modeling/support:</b></p> <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>▪ Developmentally not ready for concepts of audience or genre</li> </ul>

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