

Note for Teachers

The scoring guides provide descriptors of a student's writing development toward proficiency. They are intended to be used as a tool to evaluate student writing progress and provide both teacher and students with feedback to help them work to improve the quality of each student's writing.

Please remember to observe the following in using this scoring guide and the accompanying rubrics:

- Student writing may not exactly match descriptors. Select the score that most closely matches the student's performance.
- A zero may only be given to a student who has made no attempt to write (i.e. refused to produce any writing in response to the prompt). For students who made no attempt, a zero would be recorded for every indicator.
- **A score of 3 (proficient) indicates that the student has met the standard of what is expected for this grade level.**
- A score of 4 (above proficient) indicates a student has demonstrated proficiency beyond what is expected, but still *within the grade-level's expectations/standards*.

Kindergarten Opinion Writing Rubric

Writing Standard:	Rating: 4 = Above Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient				Comments
1. I have written a topic or name of a book.	4	3	2	1	
2. I have stated an opinion or preference about the topic or book.	4	3	2	1	

Language Standards:					Comments
3. I have written a complete sentence.	4	3	2	1	
4. I have capitalized the beginning of my sentence and the pronoun I.	4	3	2	1	
5. I have put spaces between my words.	4	3	2	1	
6. I have spelled words the way they sound.	4	3	2	1	

Kindergarten Opinion Writing Scoring Guide

Scoring Elements		Above Proficient	Proficient	Approaching Proficient	Below Proficient
		4	3	2	1
1.	Opinion Writing W.K.1	Student has written a topic or name of book and has added a picture.	Student has written a topic or name of a book.	Student has used a combination of dictation and writing to name a topic or book.	Student has drawn a picture about a topic or book.
2.	Opinion Writing W.K.1	Student has written a preference about the topic or book and added details.	Student has written an opinion or preference about the topic or book.	Student has used a combination of dictation and writing to state an opinion or preference about the topic or book.	Student has drawn a picture to state an opinion or preference about the topic or book.
3.	Complete Sentences L.K.1	Student has produced more than one complete sentence.	Student has produced a complete sentence.	Student has attempted to write a complete thought.	Student has only drawn a picture or dictated words to the teacher.
4.	Capitals L.K.2	Student has capitalized the first word of all sentences, pronoun I, and names.	Student has capitalized the first word of a sentence and the pronoun I.	Student has randomly capitalized letters.	Student has only drawn a picture or dictated words to the teacher.
5.	Spaces RF.K.1	Student consistently uses appropriately sized spaces between words.	Student consistently puts spaces between words.	Student occasionally puts spaces between words.	Student has only drawn a picture or dictated words to the teacher.
6.	Spelling L.K.2	Student spells more complex words phonetically.	Student consistently spells simple words phonetically.	Student uses beginning and/or ending sounds to represent words when spelling phonetically.	Student has only drawn a picture or dictated words to the teacher.

* Score 0 if the student has not made any attempt at writing

Kindergarten Informative/Explanatory Writing Rubric

Writing Standard:	Rating: 4 = Above Proficient 3 = Proficient 2 = Approaching Proficient 1 = Below Proficient				Comments
1. I have named what I am writing about.	4	3	2	1	
2. I have supplied some information about the topic.	4	3	2	1	

Language Standards:					Comments
3. I have written a complete sentence.	4	3	2	1	
4. I have capitalized the beginning of my sentence and the pronoun I.	4	3	2	1	
5. I have put spaces between my words.	4	3	2	1	
6. I have spelled words the way they sound.	4	3	2	1	

Kindergarten Informative/Explanatory Writing Scoring Guide

Scoring Elements		Above Proficient	Proficient	Approaching Proficient	Below Proficient
		4	3	2	1
1.	Informative Writing W.K.2	Student has used writing and a picture to name what they are writing about.	Student has used writing to name what they are writing about.	Student has used a combination of dictation and writing to name what they are writing about.	Student has drawn a picture that illustrates what they are writing about.
2.	Informative Writing W.K.2	Student has supplied some information about the topic and added details.	Student has supplied some information about the topic	Student has used a combination of dictation and writing to supply some information about the topic.	Student has drawn a picture to supply some information about the topic.
3.	Complete Sentences L.K.1	Student has produced more than one complete sentence.	Student has produced a complete sentence.	Student has attempted to write a complete thought.	Student has only drawn a picture or dictated words to the teacher.
4.	Capitals L.K.2	Student has capitalized the first word of all sentences, pronoun I, and names.	Student has capitalized the first word of a sentence and the pronoun I.	Student has randomly capitalized letters.	Student has only drawn a picture or dictated words to the teacher.
5.	Spaces RF.K.1	Student consistently uses appropriately sized spaces between words.	Student consistently puts spaces between words.	Student occasionally puts spaces between words.	Student has only drawn a picture or dictated words to the teacher.
6.	Spelling (L.K.2, RF.K.1)	Student spells more complex words phonetically.	Student consistently spells simple words phonetically.	Student uses beginning and/or ending sounds to represent words when spelling phonetically.	Student has only drawn a picture or dictated words to the teacher.

* Score 0 if the student has not made any attempt at writing

Kindergarten Narrative Writing Rubric

Writing Standard:	Rating:				Comments
	4 = Above Proficient	3 = Proficient	2 = Approaching Proficient	1 = Below Proficient	
1. I have written about a single event or loosely linked events in the order in which they occurred.	4	3	2	1	
2. I have provided a reaction to what happened.	4	3	2	1	

Language Standards:					Comments
3. I have written a complete sentence.	4	3	2	1	
4. I have capitalized the beginning of my sentence and the pronoun I.	4	3	2	1	
5. I have put spaces between my words.	4	3	2	1	
6. I have spelled words the way they sound.	4	3	2	1	

Kindergarten Narrative Writing Scoring Guide

Scoring Elements		Above Proficient	Proficient	Approaching Proficient	Below Proficient
		4	3	2	1
1.	Narrative Writing W.K.2	Student has written about a single event or several loosely linked events with added details and a picture.	Student has written about a single event or loosely linked events in the order they occurred.	Student has used a combination of dictation and writing to tell about an event or loosely linked events.	Student has drawn about an event or loosely linked events.
2.	Narrative Writing W.K.2	Student has written a detailed reaction to what happened.	Student has written a reaction to what happened.	Student has used a combination of dictation and writing to provide a reaction to what happened.	Student has drawn a picture showing a reaction to what happened.
3.	Complete Sentences L.K.1	Student has produced more than one complete sentence.	Student has produced a complete sentence.	Student has attempted to write a complete thought.	Student has only drawn a picture or dictated words to the teacher.
4.	Capitals L.K.2	Student has capitalized the first word of all sentences, pronoun I, and names.	Student has capitalized the first word of a sentence and the pronoun I.	Student has randomly capitalized letters.	Student has only drawn a picture or dictated words to the teacher.
5.	Spaces RF.K.1	Student consistently uses appropriately sized spaces between words.	Student consistently puts spaces between words.	Student occasionally puts spaces between words.	Student has only drawn a picture or dictated words to the teacher.
6.	Spelling (L.K.2, RF.K.1)	Student spells more complex words phonetically.	Student consistently spells simple words phonetically.	Student uses beginning and/or ending sounds to represent words when spelling phonetically.	Student has only drawn a picture or dictated words to the teacher.

* Score 0 if the student has not made any attempt at writing