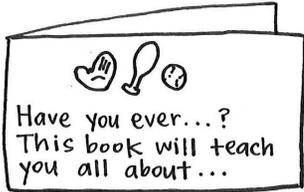
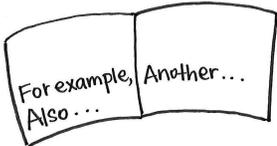
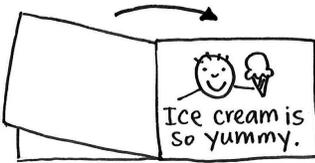
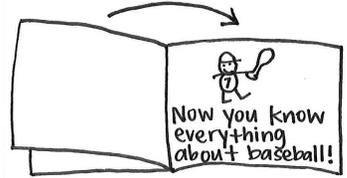
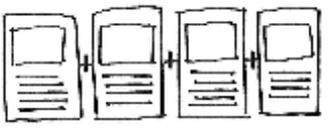


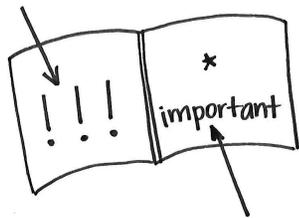
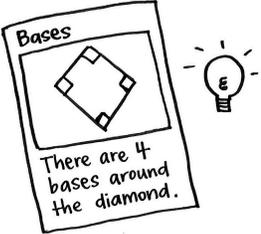
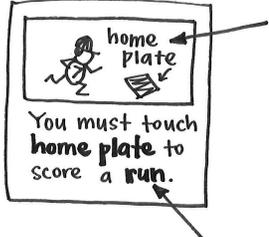
Kindergarten Informational Writing Rubric

Structure				
Overall	I told, drew, and wrote about a topic.			
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.			
Did I do it like a kindergarten student?	Needs Improvement	Developing	Proficient	Exceeds
	1	2	3	4
Lead		The writer started by drawing or saying something.	The writer told what their topic was. 	The writer named their topic in the beginning and got the readers' attention. 
Transitions		The writer kept on working.	The writer put different things they knew about the topic on their pages. 	The writer told different parts about their topic on different pages. 

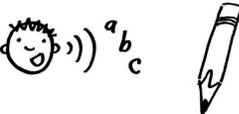
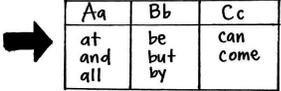
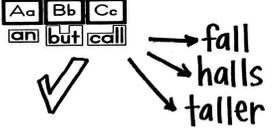
Structure

Did I do it like a kindergarten student?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
Ending		<p>After the writer said, drew, and “wrote” all they could about their topic, they ended it.</p>	<p>The writer had a last part or page.</p> 	<p>The writer wrote an ending.</p> 
Organization		<p>On the writer’s paper, there was a place for the drawing and a place where they tried to write words.</p>	<p>The writer told, drew, and wrote information across pages.</p> 	<p>The writer told about their topic part by part.</p> 

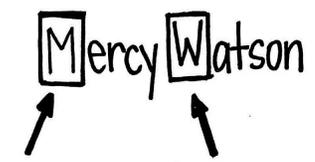
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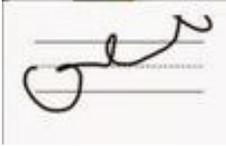
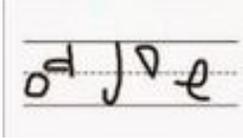
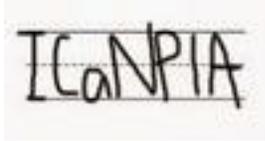
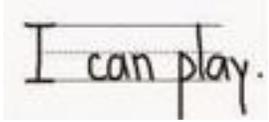
Overall	I told, drew, and wrote about a topic.			
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.			
Did I do it like a kindergarten student?	Needs Improvement	Developing	Proficient	Exceeds
	1	2	3	4
Elaboration		The writer put more and then more on the page.	The writer drew and wrote some important things about the topic. 	The writer put facts in their writing to teach about their topic. 
Craft		The writer said, drew, and "wrote" things they knew about the topic.	The writer told, drew, and wrote some details about the topic. 	The writer used labels and words to give facts. 

Language Conventions

Overall	I wrote about when I did something.			
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.			
Did I do it like a kindergarten student?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
Spelling		<p>The writer could read their pictures and some of their words.</p> <p>The writer tried to make words.</p>	<p>The writer could read their writing.</p> 	<p>The writer used all they knew about words and chunks of words to help them spell.</p> 
Spelling		<p>The writer tried to make words.</p>	<p>The writer wrote a letter for the sounds they heard.</p>  <p>The writer used the word wall to help her spell.</p> 	<p>The writer spelled all the word wall words right and used the word wall to help them spell other words.</p> 

Language Conventions

Did I do it like a kindergarten student?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
Punctuation		<p>The writer could label pictures. The writer could write her name.</p>	<p>The writer could put spaces between words.</p> <p>I love writing!</p> 	<p>The writer ended sentences with punctuation.</p> <p>End it with · ! ?</p> <p>The writer used commas in dates and lists.</p> 
Capitalization		<p>The writer used lowercase letters for all words in a sentence.</p>	<p>The writer used lowercase letters unless capitals were needed.</p> <p>tHE → the</p> <p>The writer wrote capital letters to start every sentence.</p> <p>→ Look at the ball.</p>	<p>The writer used a capital letter for names.</p> <p>Mercy Watson</p> 

Did I do it like a kindergarten student?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
Handwriting	I did not make my letters near the line and I have lots of reversals. 	I made my letters near the line, and I have some reversals. 	I sometimes made my letters touch the correct lines with a few reversals. 	I made my letters touch the correct lines with no reversals. 
Spacing	I had no spacing.	I made my spaces too big.	I sometimes used correct spacing.	I used correct spacing.

Speaking and Listening

Speaking and Listening				
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.			
Did I do it like a kindergarten student?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
		<p>Use language for a variety of purposes.</p> <p>With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.</p> <p>Continue a conversation through two or more exchanges.</p> <p>Engage in agreed-upon rules for discussions (e.g., listening, making eye contact, taking turns speaking).</p>	<p>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>Continue a conversation through multiple exchanges.</p>	<p>Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>Ask questions to clear up any confusion about the topics and texts under discussion.</p>

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Speaking and Listening

SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.			
Did I do it like a kindergarten student?	Needs Improvement	Developing	Proficient	Exceeds
	1	2	3	4
	I needed help to ask questions about key details. I answered some questions about key details being presented.	I sometimes answered and asked questions about key details being presented.	I often answered and asked questions about key details being presented.	I answered and asked questions about key details being presented.

Research and Writing

W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).			
Did I do it like a kindergarten student?	Needs Improvement	Developing	Proficient	Exceeds
	1	2	3	4
	I rarely contributed to class and small group discussions about this project.	I sometimes contributed to class and small group discussions about this project.	I contributed to class and small group discussions about this project.	I contributed to class and small group discussions about this project by using my environment and tools to help me find more information.