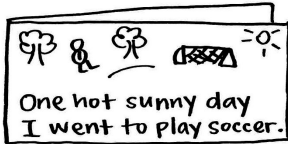

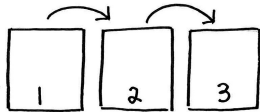
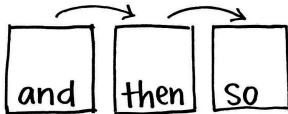
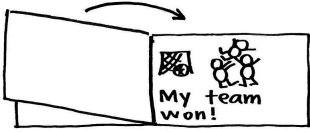
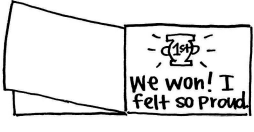
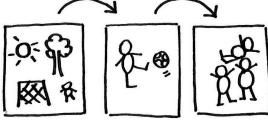
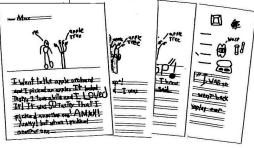



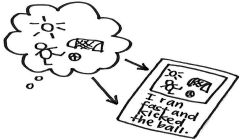

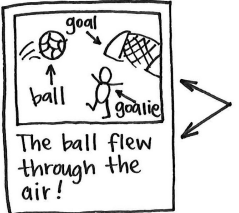
Kindergarten Narrative Writing Rubric

Structure				
Overall	I wrote about when I did something.			
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			
Did I do it like a Kindergartner?	Needs Improvement	Developing	Proficient	Exceeds
	1	2	3	4
Lead		The writer started by drawing or saying something.	The writer had a page that showed what happened first. 	The writer tried to make a beginning for their story. 
Transitions		The writer kept on working.	The writer put his pages in order. 	The writer put pages in order. The writer used words such as and, then, and so. 



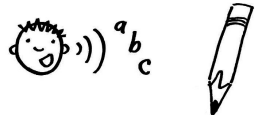
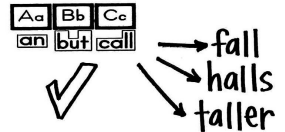
Structure



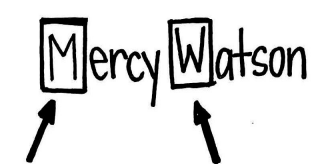
Did I do it like a Kindergartner?	Needs Improvement	Developing	Proficient	Exceeds
	1	2	3	4
Ending		<p>The writer's story ended.</p>	<p>The writer had a page that showed what happened last in her story.</p> 	<p>The writer found a way to end the story.</p> 
Organization		<p>On the writer's paper, there was a place for drawing and a place where she tried to write words.</p>	<p>The writer's story had a page for the beginning, a page for the middle, and a page for the end.</p> 	<p>The writer wrote the story across three or more pages.</p> 

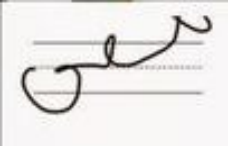
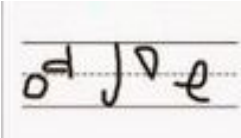
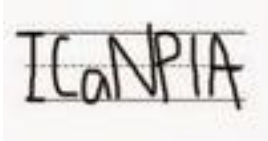
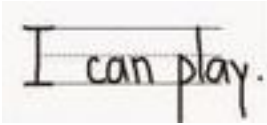
Development

Overall	I wrote about when I did something.			
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			
Did I do it like a Kindergartner?	Needs Improvement 1	Developing 2	Proficient 3	Exceeds 4
Elaboration	.	The writer put more and then more on the page	The writer's story indicated who was there, what they did, and how the characters felt. 	The writer put the picture from their mind onto the page. They had details in pictures and words. 
Craft		In the writer's story, she told and showed what happened.	The writer drew and wrote some details about what happened. 	The writer used labels and words to give details. 

Language Conventions

Overall	I wrote about when I did something.									
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.									
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.									
Did I do it like a Kindergartner?	Needs Improvement	Developing	Proficient	Exceeds						
	1	2	3	4						
Spelling		<p>The writer could read his pictures and some of his words.</p> <p>The writer tried to make words.</p>	<p>The writer could read her 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 she heard.</p>  <p>The writer used the word wall to help her</p> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;">➔</div> <table border="1" style="border-collapse: collapse; text-align: center;"> <tr> <td>Aa</td> <td>Bb</td> <td>Cc</td> </tr> <tr> <td>at and all</td> <td>be but by</td> <td>can come</td> </tr> </table> </div> <p>spell.</p>	Aa	Bb	Cc	at and all	be but by	can come	<p>The writer spelled all the word wall words right and used the word wall to help them spell other words.</p> 
Aa	Bb	Cc								
at and all	be but by	can come								

Did I do it like a Kindergartner?	Needs Improvement	Developing	Proficient	Exceeds
	1	2	3	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> 

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