

**Narrative Writing Rubric  
Kindergarten**

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ appropriately sequences events (1W3)</li> <li>▪ uses temporal words to signal event order (1W3)</li> <li>▪ provides some sense of closure (1W3)</li> </ul>	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> <li>▪ tells about events in the order in which they occurred (KW3)</li> </ul>	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to tell about events in the order in which they occurred</li> </ul>	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to tell about events in the order in which they occurred</li> </ul>	<p><b>Organization/ Purpose</b> 2 x ____ = ____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ recounts two or more appropriately sequenced events (1W3)</li> <li>▪ includes some details regarding what happened (1W3)</li> <li>▪ skillfully uses information from experiences or provided sources, when appropriate, with guidance and support from adults (1W8)</li> </ul>	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> <li>▪ recounts a single event or several loosely linked events (KW3)</li> <li>▪ provides a reaction to what happened (KW3)</li> <li>▪ uses information from experiences or provided sources, when appropriate, with guidance and support from adults (KW8)</li> </ul>	<p>The combination of drawing, dictating, and writing</p> <ul style="list-style-type: none"> <li>▪ attempts to recount a single event or several loosely linked events</li> <li>▪ attempts to provide a reaction to what happened</li> <li>▪ attempts to use information from experiences or provided sources, when appropriate, with guidance and support from adults</li> </ul>	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to recount a single event or several loosely linked events</li> <li>▪ makes little or no attempt to provide a reaction to what happened</li> <li>▪ makes little or no attempt to use information from experiences of provided sources, when appropriate, with guidance and support from adults</li> </ul>	<p><b>Evidence/ Elaboration</b> 2 x ____ = ____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (1L1-2)*</li> <li>▪ has errors that do not interfere with understanding (1L1-2)*</li> </ul>	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a command of grade-level appropriate standard English grammar and usage (KL1-2)*</li> <li>▪ has errors that do not interfere with understanding (KL1-2)*</li> </ul>	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to demonstrate a command of grade-level appropriate standard English grammar and usage</li> <li>▪ has errors that may interfere with understanding</li> </ul>	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar and usage</li> <li>▪ has errors that do interfere with understanding</li> </ul>	<p><b>Language/ Conventions</b> 1 x ____ = ____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

\*Conventions Chart p. 2

## CONVENTIONS CHART GRADE K

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> <li>• Print many upper and lower case letters (KL1a)</li> <li>• Write a letter or letters for most consonant and short-vowel sounds (KL2c)</li> <li>• Spell simple words phonetically, drawing on knowledge of sound-letter relationships (KL2d)</li> </ul>	Capitalize <ul style="list-style-type: none"> <li>• First word in sentence (KL2a)</li> <li>• The pronoun I (KL2a)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and name end punctuation (KL2b)</li> </ul>	Nouns: <ul style="list-style-type: none"> <li>• Use frequently occurring nouns (KL1b)</li> </ul> Verbs: <ul style="list-style-type: none"> <li>• Use frequently occurring verbs. (KL1b)</li> </ul>	Produce and expand complete sentences in shared language activities (KL1f)

\* as appropriate for grade level

*Adapted from the Smarter Balanced – Conventions Chart – April, 2014*

\* Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.