

## KINDERGARTEN INFORMATION WRITING RUBRIC

See scoring note on next page.	1 (1 Point)	2 (2 Points)	3 (3 Points)	4 (4 Points)
<b>STRUCTURE</b>				
<b>Overall</b>	The writer scribbled.	The writer told and drew pictures about a topic he/she knew.	The writer told, drew, and wrote about a topic.	The writer taught readers about a topic.
<b>Lead</b>	The writer made no attempt.	The writer started by drawing and attempting words.	The writer told what his/her topic was.	The writer named his/her topic in the beginning and got the readers' attention.
<b>Transitions</b>	The writer was not able to stay on task.	The writer made no attempt	The writer put different things he/she knew about the topic on his/her pages.	The writer told different parts about his/her topic on different pages.
<b>Ending</b>	The writer made no attempt.	The writer made no attempt.	The writer had a last part or page.	The writer wrote an ending.
<b>Organization</b>	The writer made no attempt.	On the writer's paper, there was a place for the drawing and a place where he/she tried to write words.	The writer told, drew, and wrote information across pages.	The writer told about his/her topic part by part.
<b>DEVELOPMENT</b>				
<b>Elaboration</b>	The writer made no attempt.	The writer attempted to add details.	The writer drew and wrote some important things about the topic.	The writer put facts in his/her writing to teach about his/her topic.
<b>Craft</b>	The writer's drawing included a character and a setting.	The writer said, drew, and "wrote" things he/she knew about the topic.	The writer told, drew, and wrote some details about the topic.	The writer used labels and words to give facts.
<b>LANGUAGE CONVENTIONS</b>				
<b>Spelling</b>	NA	The writer could read his/her pictures and some of his/her words. The writer tried to make words.	The writer could read his/her writing. The writer wrote a letter for the sounds he/she heard.	The writer used all he/she knew about words and chunks or words (e.g., <i>at</i> , <i>op</i> , <i>it</i> , etc.) to help him/her spell.
<b>Punctuation</b>	NA	The writer could label pictures. The writer could write his/her name.	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.

### Scoring Directions

Please note: As you assess students' writing, you can indicate  $\frac{1}{2}$  points and also "0's". For example, if a student does not attempt a lead the teacher would mark that component as a 0. If a student inconsistently identified a letter sounds in a word "here and there," their score would be 1.5.

### Compiling the Scores

In each row, highlight the descriptor in the column that matches the student's work. **Scores in the categories of Elaboration and Craft are worth double the point value.** Total the number of points and then track students' progress by seeing when the total points increase.

Overall Score \_\_\_\_\_

Lead Score \_\_\_\_\_

Transition Score \_\_\_\_\_

Ending Score \_\_\_\_\_

Organization Score \_\_\_\_\_

Elaboration \_\_\_\_\_ x 2 = \_\_\_\_\_

Craft Score \_\_\_\_\_ x 2 = \_\_\_\_\_

Conventions Score \_\_\_\_\_

Total Score \_\_\_\_\_

Number of Points	Scaled Score*
1—10	1
11—20	2
21—30	3
31—40	4