

KINDERGARTEN NARRATIVE WRITING RUBRIC

See scoring note on next page.	1 (1 Point)	2 (2 Points)	3 (3 Points)	4 (4 Points)
STRUCTURE				
Overall	The writer told a story and* created a picture for the story.	The writer drew and* attempted writing (e.g., random marks).	The writer told, drew, and* wrote a story.	The writer described an event with at least three sentences.
Lead	The writer made no attempt at a lead.	The writer told a “first part” of their story, but did not show this in a picture.	The writer wrote a “first part” to their story. (See examples that follow.)	The writer tried to make a beginning for his/her story (e.g., asked a question).
Transitions	The writer was not able to stay on task.	The writer was engaged in the task.	The writer told, drew a picture, and wrote a story in order.	The writer put his/her pages in order. He/she used words such as <i>and</i> , <i>then</i> , and <i>so</i> .
Ending	The writer made no attempt at an ending.	The writer’s writing ended abruptly (E.g. wrote “the end”).	The writer described what happened last in the story.	The writer found a way to end the story (e.g., “And that’s how I learned to ride a bike.”).
Organization	The writer scribbled. There was not a clear distinction between the picture and attempts at words.	The writer had a picture on one part of the page and words on another part.	The writer had a beginning, a middle, and an end to their story.	The writer wrote words for each part of the story: the beginning, the middle and the end.
DEVELOPMENT				
Elaboration	The writer’s picture was incomplete.	The writer’s made a picture of the story with few details.	The writer’s drawing(s) included details about the characters’ feelings and the setting.	The writer put the picture from his/her mind onto the page. He/she had details in the drawing that went beyond labels.
Craft	The writer did not attempt labels for their picture.	The writer drew and labeled some parts of the drawing(s).	The writer used many labels and words to give details.	The writer used labels and used words in sentences.
LANGUAGE CONVENTIONS				
Spelling	The writer could read the picture(s) and tell the story.	The writer wrote a letter for some sounds.	The writer correctly spelled some common words such as “I” and “like”.	The writer used chunks of words (e.g., at, op, it, etc.) to help him/her spell.
Conventions	The writer scribbled.	The writer labeled his/her drawing <i>and*</i> The writer wrote his/her name.	The writer put spaces between a few words.	The writer ended sentences with punctuation and the writer used capital letters for the start of sentences.

Scoring Directions

Please note: As you assess students' writing, you can indicate ½ 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 labeled their drawing and made *attempts* at writing sentences, their score would be 3.5.

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

*The Scaled Score is recorded on the Class Report Form and the Consolidated Report Form.