

KINDERGARTEN OPINION WRITING RUBRIC

See scoring note on next page.	1 (1 Point)	2 (2 Points)	3 (3 Points)	4 (4 Points)
STRUCTURE				
Overall	The writer scribbled.	The writer told about something he/she liked or disliked with pictures.	The writer told his/her opinion or likes and dislikes about a topic/book. The writer drew a picture & added words.	The writer wrote his/her opinion or her likes and dislikes and said why.
Lead	The writer made no attempt.	The writer had a drawing.	The writer wrote his/her opinion in the beginning.	The writer wrote an attention grabbing beginning. He/she named the topic or text he/she was writing about & gave his/her opinion.
Transitions	The writer was not able to stay on task.	The writer worked on his/her writing for a bit.	The writer wrote his/her idea and then said more. He/she used words such as <i>because</i> .	The writer said more about his/her opinion and used words such as <i>and</i> and <i>because</i> .
Ending	The writer made no attempt.	The writer made no attempt.	The writer attempted a "last part."	The writer wrote an ending for his/her piece.
Organization	The writer made no attempt.	On the writer's paper, there was a place for the drawing & a place where he/she tried to write words.	The writer told his/her opinion in one place, and in another place he/she said why.	The writer wrote a part where he/she got the readers' attention & a part where he/she said more.
DEVELOPMENT				
Elaboration	The writer made no attempt.	The writer had a picture and a few words.	The writer put everything/he/she thought about the topic (or book) on the page.	The writer wrote at least one reason for his/her opinion.
Craft	The writer's drawing included a character and a setting.	The writer drew and "wrote" some things about what he/she liked and did not like.	The writer had details in pictures and words.	The writer used labels and words to give details.
LANGUAGE CONVENTIONS				
Spelling	NA	The writer could read 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 chunks or words (e.g., <i>at, op, it</i> , etc.) to help him/her spell.
Punctuation	NA	The writer could label pictures. The writer could write his/her name.	The writer used mostly lowercase letters unless capitals were needed. The writer wrote capital letters to start nearly every sentence.	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas.

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 attempted to write 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