

Informational or Explanatory Text-Based Writing Rubric Kindergarten

	Score of 4	Score of 3	Score of 2	Score of 1
Reading/ Research 2 x	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> ▪ makes effective use of available resources ▪ effectively uses relevant and sufficient text support from the provided resources with accuracy 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> ▪ makes adequate use of available resources ▪ uses relevant and sufficient text support from the provided resources with accuracy 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> ▪ makes limited use of available resources ▪ inconsistently uses relevant and sufficient text support from the provided resources with accuracy 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> ▪ makes inadequate use of available resources ▪ fails to use relevant and sufficient text support from the provided resources with accuracy
Development 3 x	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> ▪ addresses all aspects of the writing task with a tightly focused and detailed response ▪ effectively develops the topic using some relevant and sufficient information 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with a focused response ▪ develops the topic using some relevant and sufficient information 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> ▪ addresses the writing task with an inconsistent focus ▪ inconsistently develops the topic using some relevant and sufficient information 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> ▪ attempts to address the writing task but lacks focus ▪ develops the topic using irrelevant and/or insufficient information
Organization 2 x	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> ▪ effectively identifies the topic ▪ has evidence of purposeful organization that supports the writing task ▪ attempts to provide a sense of closure 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> ▪ identifies the topic ▪ has some evidence of purposeful organization 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> ▪ may identify the topic ▪ has limited evidence of purposeful organization (ideas may be rambling and/or repetitive) 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> ▪ may identify the topic ▪ shows little or no evidence of purposeful organization
Language/ Conventions 1 x	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a well-developed command of developmentally appropriate standard English conventions; errors do not interfere with understanding 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a command of developmentally appropriate standard English conventions; errors do not interfere with understanding 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a limited and/or inconsistent command of developmentally appropriate standard English conventions; errors may interfere with understanding 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a weak command of developmentally appropriate standard English conventions; errors interfere with understanding