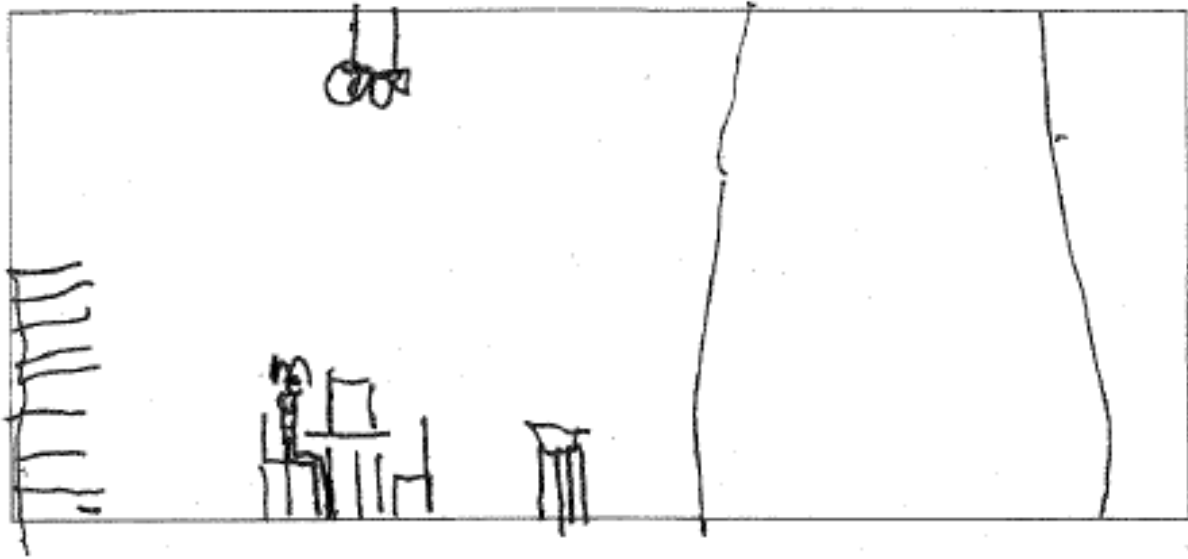


Kindergarten
(Narrative)

Structure: 17.0
Development: 12.0
Language Conventions: 5.5
Total: 34.5

3

See Writing Rubric for scoring information.



I eat when I
get home and
one cat is on the

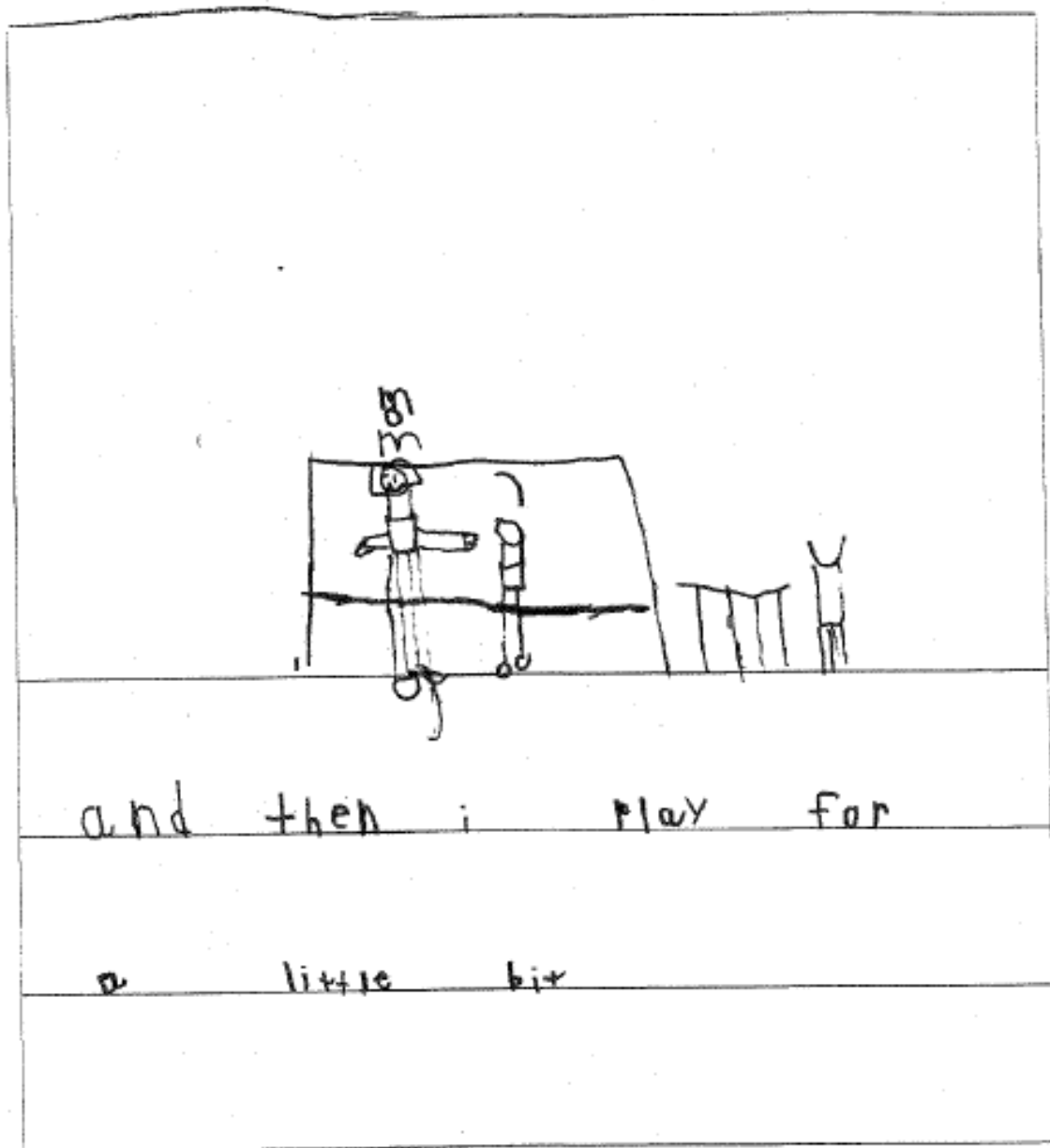
Text: I eat when I get home and one cat is on the cat tree.

Kindergarten
(Narrative)

Structure: 17.0
Development: 12.0
Language Conventions: 5.5
Total: 34.5

3

See Writing Rubric for scoring information.



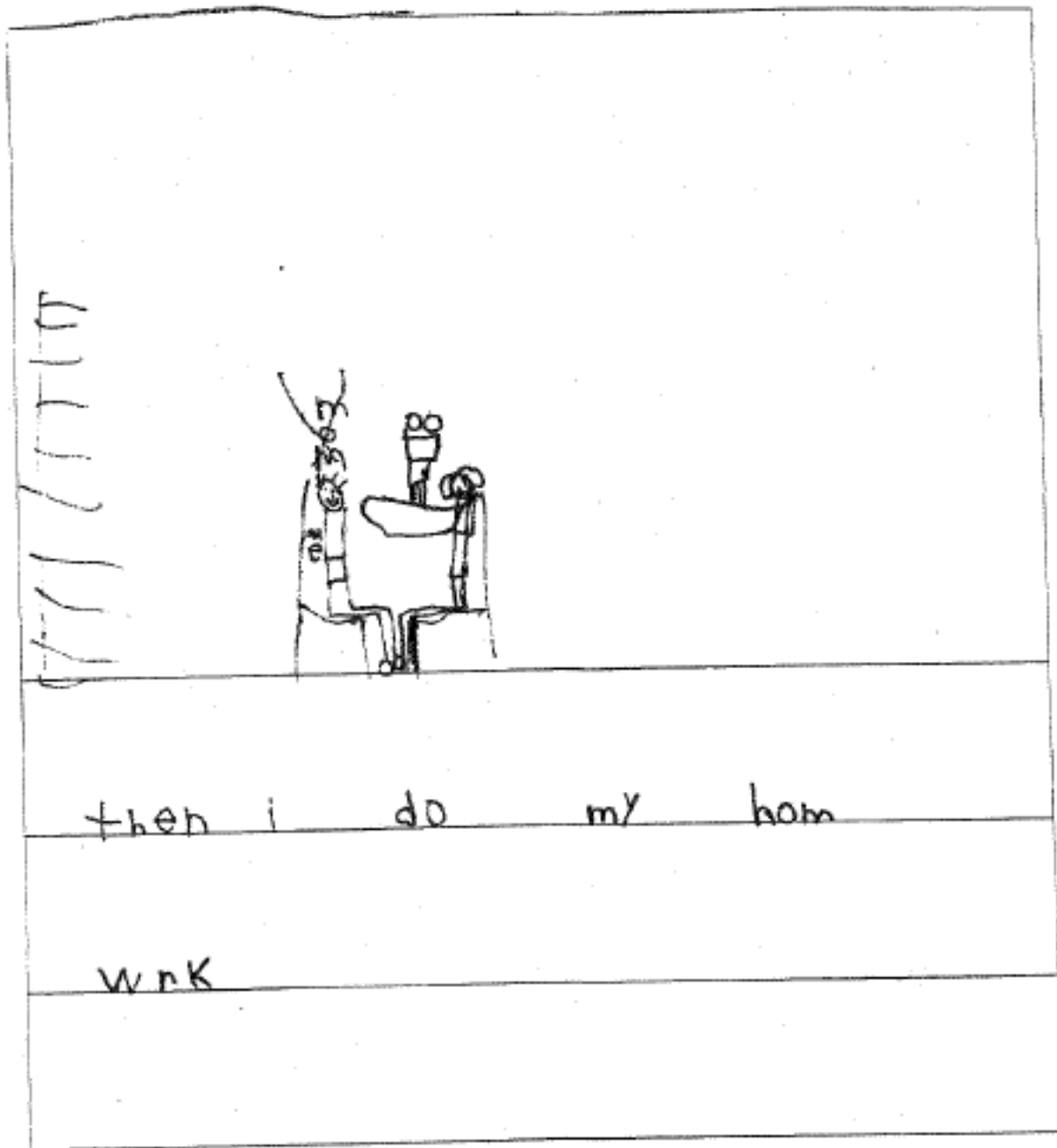
Text: And then I play for a little bit.

Kindergarten
(Narrative)

Structure: 17.0
Development: 12.0
Language Conventions: 5.5
Total: 34.5

3

See Writing Rubric for scoring information.



then i do my hom

work

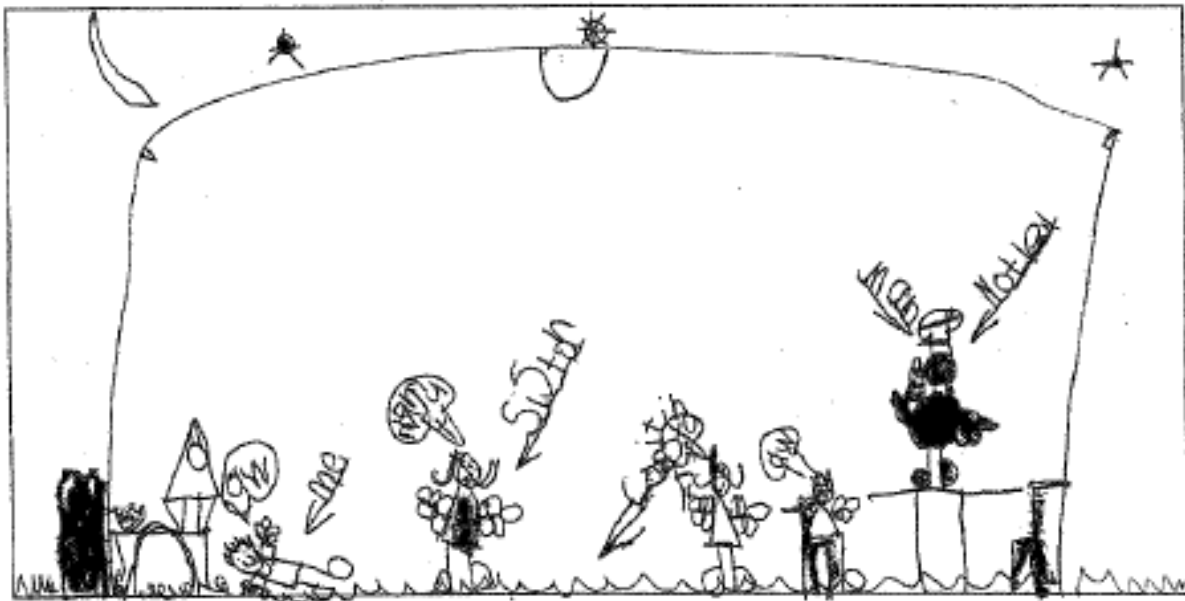
Text: Then I do my homework.

Kindergarten
(Narrative)

Structure: 16.5
Development: 16.0
Language Conventions: 6.5
Total: 39.0

4

See Writing Rubric for scoring information.



Last night I fight with my sister
and I bok my head and I cried.
and I had a red bok and den what
mc me happy is to help my
mom.

Text: Last night I fought with my sister. And I bonked my head and I cried. And I had a red bonk and then what made me happy is to help my mom.

Rubric for Narrative Writing – Kindergarten

Adapted from Lucy Calkins September 2014

Name: _____

Date: _____

	(0 Points)**	Pre-Kindergarten (2 Points)	2.5 Pts	Kindergarten (3 points)	3.5 Pts	Grade 1 (4 points)	Score
Structure							
Overall		The writer told a story with pictures and some "writing."	Mid-level	The writer told, drew, and wrote a whole story.	Mid-level	The writer wrote about when she did something.	
Lead		The writer started by drawing or saying something.	Mid-level	The writer (had a page that) showed what happened first.	Mid-level	The writer tried to make a beginning for his story.	
Transitions		The writer kept on working.	Mid-level	The writer put his pages/story in order.	Mid-level	The writer put her pages in order. She used words such as <i>and</i> and <i>then, so</i> .	
Ending		The writer's story ended.	Mid-level	The writer (had a page that) showed what happened last in her story.	Mid-level	The writer found a way to end his story.	
Organization		On the writer's paper, there was a place for drawing and a place where she tried to write words.	Mid-level	The writer's story had (a page) for the beginning, (a page) for the middle, and (a page) for the end.	Mid-level	The writer wrote her story across three or more pages.	
				(Writing may not be across pages.)			TOTAL
Development							
Elaboration*		The writer put more and then more on the page.	Mid-level	The writer's story indicated who was there, what they did, and how the characters felt.	Mid-level	The writer put the picture from his mind onto the page. He had details in pictures and words.	(X 2)
Craft*		In the writer's story, she told and showed what happened.	Mid-level	The writer drew and wrote some details about what happened.	Mid-level	The writer used labels and words to give details.	(X 2)
							TOTAL

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For examples, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

** A score of 0 points indicates the student did not make an attempt or a lack/absence of evidence of Pre-Kindergarten skill.

Rubric for Narrative Writing – Kindergarten

Adapted from Lucy Calkins September 2014

	(0 Points)**	Pre-Kindergarten (2 Points)	2.5 Pts	Kindergarten (3 points)	3.5 Pts	Grade 1 (4 points)	Score
Language Conventions							
Spelling		The writer could read his pictures and some of his words. The writer tried to make words.	Mid-level	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks of words (<i>at, op, it, etc.</i>) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	
Punctuation		The writer could label pictures. The writer could write her name.	Mid-level	The writer wrote spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start some sentences. The writer ended some sentences with punctuation.	Mid-level	The writer used a capital letter for names. The writer wrote capital letters to start sentences most of the time. The writer ended sentences with punctuation most of the time. The writer used commas in dates and lists.	
							TOTAL

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (4, 5, 6, 7, or 8 instead of 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total Score: _____

Cumulative Scoring Benchmarks		
November	March	June
33 pts – 44 pts = 4	39 pts – 44 pts = 4	39 pts – 44 pts = 4
22 pts – 32.5 pts = 3	28 pts – 38.5 pts = 3	28 pts – 38.5 pts = 3
15 pts – 21.5 pts = 2	16 pts – 27.5 pts = 2	16 pts – 27.5 pts = 2
0 pts – 14.5 pts = 1	0 pts – 15.5 pts = 1	0 pts – 15.5 pts = 1

Parents can print this document to have their child perform the same activity and use the writing rubric to help determine how they compare to a 5.6 kindergarten student.

Parent Direction: Write about something that happened today.

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