Informative/Explanatory Writing Rubric-Kindergarten

Writing Descriptors Score Points	4 Deep Command	3 Sufficient Command	2 Partial Command	1 Minimal Command
Statement of Purpose/Focus **Instructional Strategies to support development** • Use mentor text to support the form of writing. • Model this form of writing using the primary SURE student rubric for informative/explanatory writing	The student: • Writes response in all sentences related to the prompt	The student: • Writes response using a combination of sentences, phrases, and/or drawings related to the prompt	The student: • Writes response with a combination of words and/or drawings loosely related to the prompt	The student: • Does not write a response using sentences, phrases or drawings related to the prompt or response is unintelligible
Organization **Instructional Strategies to support development** • Use the student primary SURE rubric and teach the components of Informative/Explanatory writing. • Teach text features (graphics, bold type) & structure(s) (sequence description, definition, problem-solution) • Teach signal words, first, next, …)	• Includes the topic in the introductory sentence • Supplies some facts about the topic • Uses transition words (e.g. first, next…) • Provides some sense of closure	• Includes topic about which they are writing • Supplies some information about the topic	• Includes topic about which they are writing in a student-dictated phrase or sentence • Attempts to supply some information through drawing and/or information may be unrelated to the topic	• Includes topic in drawing(s) or not at all • Supplies no information about the topic

Writing Descriptors Score Points	4- Deep Command	3- Sufficient Command	2- Partial Command	1- Minimal Command
Elaboration of Evidence **Instructional Strategies to support Elaboration** • Use non-fiction text on a consistent basis. • Conduct close reads of texts. • Frequently engage students in discussions of texts with text dependent questions (DOK Levels 1, 2, ,3 & 4) • Teach imagery, theme • Teach vocabulary in picture and text context.	• Uses three or more facts from the story or article (e.g. characters, setting…) • Uses concrete details or examples related to the topic (e.g. Explains who, what, where, when, why or how)	• Uses at least two facts from the story or article (e.g. characters, setting…) • Uses details related to the topic (e.g. mentions who, what and/or where)	• Uses at least one fact from the story or article (e.g. character and/or setting) • Uses details not related to the topic	• Does not use information from the story or article. Information is unclear, missing or not relevant
Language & Vocabulary **Instructional Strategies to support development** • Vocabulary with graphics/pictures • READ primary strategy (picture clues)	• Clearly communicates ideas about the topic, using specific vocabulary from the story or article	• Adequately communicates ideas about the topic, using some specific vocabulary and general language from the story or article	• Barely communicates ideas about the topic, using simple language and limited vocabulary from the story or article	• Does not communicate a clear message about the topic using specific vocabulary from the story or article

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Conventions **Instructional Strategies to support development** • Teach handwriting • Conduct interactive writing sessions • Embed lessons on punctuation, capitalization and usage in actual writing tasks. • Confer with students about writing. • Engage students in peer editing & revising using student friendly rubrics.	• Prints all upper and lower case letters correctly • Demonstrates mastery of proper spacing between all words and word placement on the lines • Capitalizes first word in a sentence, "I," and proper nouns correctly • Uses end punctuation correctly • Uses conventional spelling for words with common spelling patterns • Spells irregular and/or high frequency words correctly	• Prints many upper and lower case letters correctly • Demonstrates proficiency of proper spacing between most words and word placement on lines • Capitalizes first word in a sentence and the pronoun "I" • Uses end punctuation • Writes letters for most consonant and short-vowel sounds • Spells simple words phonetically	• Prints some upper and lower case letters correctly • Demonstrates some proficiency of proper spacing between words and word placement on the lines • Capitalizes first word in a sentence and the pronoun "I" • Uses end punctuation incorrectly • Inconsistently writes letters for consonant and short-vowel sounds • Spells some simple words phonetically	• Prints few upper and lower case letters correctly • Demonstrates little to no proficiency of proper spacing between words and word placement on the lines • Does not capitalize first word in a sentence or the pronoun "I" • Writes with little to no sound/spelling correspondence of consonants and short vowels • Spells few to no simple words phonetically