

Opinion Writing Rubric Kindergarten

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> introduces the topic or names the book being written about (1W1) states an opinion (1W1) provides some sense of closure (1W1) 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> introduces the topic or names the book being written about (KW1) states an opinion (KW1) 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> attempts to introduce the topic or name the book being written about attempts to state an opinion 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> makes little or no attempt to introduce the topic or name the book being written about makes little to no attempt to state an opinion 	<p>Organization/Purpose 2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> supplies a reason that supports the opinion (1W1) uses information from experiences or provided sources, with guidance and support from adults (1W8) 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> uses information from experiences or provided sources, with guidance and support from adults (KW8) 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> attempts to use information from experiences or provided sources, with guidance and support from adults 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> makes little or no attempt to use information from experiences or provided sources, with guidance and support from adults 	<p>Evidence/Elaboration 2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (1L1-2)* has errors that do not interfere with understanding (1L1-2)* 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar and usage (KL1-2)* has errors that do not interfere with understanding (KL1-2)* 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> attempts to demonstrate a command of grade-level appropriate standard English grammar and usage has errors that may interfere with understanding 	<p>The combination of drawing, dictating, and writing –</p> <ul style="list-style-type: none"> makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar and usage has errors that interfere with understanding 	<p>Language/Conventions 1 x _____ = _____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart on p. 2

CONVENTIONS GRADE K

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> • Print many upper and lower case letters (KL1a) • Write a letter or letters for most consonant and short-vowel sounds (KL2c) • Spell simple words phonetically, drawing on knowledge of sound-letter relationships. (KL2d) 	Capitalize <ul style="list-style-type: none"> • First word in sentence (KL2a) • The pronoun I (KL2a) 	<ul style="list-style-type: none"> • Recognize and name end punctuation. (KL2b) 	Nouns: <ul style="list-style-type: none"> • Use frequently occurring nouns (KL1b) Verbs: <ul style="list-style-type: none"> • Use frequently occurring verbs. (KL1b) 	Produce and expand complete sentences in shared language activities. (KL1f)

Adapted from the Smarter Balanced – Conventions Chart – April, 2014

Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.