

Rubric for Information Writing – Kindergarten

	2 points		3 points		4 points	Score
STRUCTURE						
Overall	The writer told and drew pictures about a topic she knew.		The writer told, drew, and wrote about a topic.		The writer taught readers about a topic.	
Lead	The writer started by drawing or saying something.		The writer told what her topic was.		The writer named his topic in the beginning and got the readers' attention.	
Transitions	The writer kept on working.		The writer put different things he knew about the topic on his pages.		The writer told different parts about her topic on different pages.	
Ending	After the writer said, drew, and "wrote" all he could about his topic, he ended it.		The writer had a last part or page.		The writer wrote an ending.	
Organization	On the writer's paper, there was a place for the drawing and a place where she tried to write words.		The writer told, drew, and wrote information across pages.		The writer told about her topic part by part.	
						TOTAL:
DEVELOPMENT						
Elaboration*	The writer put more and then more on the page.		The writer drew and wrote some important things about the topic.	Mid-level	The writer put facts in his writing to teach about his topic.	
Craft*	The writer said, drew, and "wrote" things she knew about the topic.		The writer told, drew, and wrote some details about the topic.	Mid-level	The writer used labels and words to give facts.	
						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 example, 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.

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LANGUAGE CONVENTIONS						
Spelling	<p>The writer could read his pictures and some of his words.</p> <p>The writer tried to make words.</p>		<p>The writer could read her writing.</p> <p>The writer wrote a letter for the sounds she heard.</p> <p>The writer used the word wall to help her spell.</p>		<p>The writer used all he knew about words and chunks (<i>at, op, it, etc.</i>) to help him spell.</p> <p>The writer spelled the word wall words right and used the word wall to help him spell other words.</p>	
Punctuation	<p>The writer could label pictures.</p> <p>The writer could write her name.</p>		<p>The writer wrote spaces between words.</p> <p>The writer used lowercase letters unless capitals were needed.</p> <p>The writer wrote capital letters to start every sentence.</p>		<p>The writer ended sentences with punctuation.</p> <p>The writer used a capital letter for names.</p> <p>The writer used commas in dates and lists.</p>	
						TOTAL: