

Rubric for Narrative Writing - Kindergarten

	2 points		3 points		4 points	Score
STRUCTURE						
Overall	The writer told a story with pictures and some "writing."		The writer told, drew, and wrote a whole story.		The writer wrote about when she did something.	
Lead	The writer started by drawing or saying something.		The writer had a page that showed what happened first.		The writer tried to make a beginning for his story.	
Transitions	The writer kept on working.		The writer put his pages in order.		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.		The writer had a page that showed what happened last in her story.		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.		The writer's story had a page for the beginning, a page for the middle, and a page for the end.		The writer wrote her story across three or more pages.	
						TOTAL:
DEVELOPMENT						
Elaboration*	The writer put more and then more on the page.		The writer's story indicated who was there, what they did, and how the characters felt.		The writer put the picture from his mind onto the page. He had details in pictures and words.	
Craft*	In the writer's story, she told and showed what happened.		The writer drew and wrote some details about what happened.		The writer used labels and words to give details.	
LANGUAGE CONVENTIONS						
Spelling	The writer could read his pictures and some of his words. The writer tried to make words.		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.		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.		The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.		The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	
						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.