Kindergarten Writing

Purpose

The rubrics help teachers and students authentically monitor growth and progress toward end-of-the-year learning standards. They support district consistency across classrooms and grading practices. The rubrics provide a broad lens to the intricate and multifaceted learning that takes place throughout the school year. Additional ongoing assessments are utilized to provide detailed data regarding student progress.

Philosophy

Waukee students will become strategic learners who are actively engaged in using literacy habits to process information, construct knowledge, make judgments, and appreciate literacy within and beyond the classroom.

Kindergarten Writing

Statement	Exceeds	Secure	Developing	Beginning
Revises to strengthen writing	Independently revises to improve writing	Responds to questions and suggestions from teacher/peers and adds details to strengthen writing as needed (For example: omitting/adding words, adding key details, etc.)	Relies on teacher created prompts to revise writing (For example: lists of questions, checklists, posters, etc.)	Relies heavily on teacher-developed and guided revising tools (For example: lists of questions, checklists, posters, etc.) to revise a teacher-selected portion of writing
Edits for grade level conventions	Independently edits to improve writing • Illustrates consistent control of beginning-of-sentence capitalization • Spells simple words phonetically • Uses end-of-sentence punctuation	Independently edits to improve writing following teacher instruction • Illustrates consistent control of beginning-of-sentence capitalization • Spells simple words phonetically • Uses end-of-sentence punctuation	Independently edits 1-2 conventions to improve writing following teacher instruction • Illustrates consistent control of beginning-of-sentence capitalization • Spells simple words phonetically • Uses end-of-sentence punctuation	Shows evidence of editing during interactive writing, peer conferences, or teacher-selected portion of writing
Writes a narrative using events from own life	Uses a combination of drawing and writing which includes: an opening sentence, two or more appropriately sequenced events with detail, temporal words, and some sense of closure	Uses a combination of drawing and writing to recount several loosely linked events in order, provides a reaction to what happened, and offers a sense of closure	Uses a combination of drawing and writing to recount a couple loosely linked events in order and provides a reaction to what happened	Uses a combination of drawing and writing to convey one thought

Composes an opinion piece on a topic or text	Writes opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure	"Uses a combination of drawing and writing to summarize a single event Tells the reader the name of the book or topic States an opinion or preference about the book or topic	Tells the reader the name of the book or topic States an opinion or preference about the book	States a simple opinion. (For example: I like it.)
Writes to inform	Using informative and explanatory texts: names a topic, gathers information from a variety of sources, supplies facts about the topic, and provides a sense of closure	Establishes the topic in a title, supplies some information about the topic, uses linking words and adds a sense of closure	Establishes the topic and supplies some information about the topic	Establishes the topic and gives one or two simplistic facts (For example: It is brown.)

The asterisk (*) denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.