

Kindergarten Informational/Expository Instructional Analytic Writing Rubric

Name _____ Date _____ Mode _____

Informational: increases readers’ knowledge of a subject, help reader better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

	Meets Standards			Approaching Standards			Developing			Emergent		
Content/Ideas	<ul style="list-style-type: none"> ▪ Task/purpose is evident ▪ Adequately supports topic with more precise “facts” as the writer believes true ▪ Generally grade appropriate domain specific vocabulary with no more than one misconception 			<ul style="list-style-type: none"> ▪ Supports topic with some “facts” as the writer believes true ▪ Grade appropriate domain specific vocabulary that could have misconceptions ▪ May contain some extraneous facts/information 			<ul style="list-style-type: none"> ▪ Minimal focus on the task and/or too broad a purpose ▪ Contains at least one “fact” the writer believes true ▪ Minimal grade appropriate domain specific vocabulary that could have misconceptions 			<ul style="list-style-type: none"> ▪ No writing ▪ Unreadable ▪ Drawing and/or writing show little development of the topic ▪ List or labels 		
	H (24)	M (22)	L (20)	H (18)	M (16)	L (14)	H (12)	M (10)	L (8)	H (6)	M (4)	L (2)
Organization	<ul style="list-style-type: none"> ▪ Text Structure(s): Description, sequence, compare & contrast, cause & effect, and/or problem & solution ▪ Organizes ideas using at least two text features (title, introduction, table of contents, headings, captions, categories, diagrams, conclusion, glossary, bold face words, chapters, drawing, zoom in, cut-away, directional arrows, etc.) 			<ul style="list-style-type: none"> ▪ Organizes ideas using at least one text feature (title, introduction, table of contents, headings, captions, categories, diagrams, conclusion, glossary, bold face words, chapters, drawing, zoom in, cut-away, directional arrows, etc.) 						<ul style="list-style-type: none"> ▪ Evidence of sketch or drawing with little to no labeling ▪ No writing ▪ Unreadable ▪ Incorrect Text Type (narrative or opinion) ▪ 1 sentence 		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Style	Not assessed for this grade level and text type.			Not assessed for this grade level and text type.			Not assessed for this grade level and text type.			Not assessed for this grade level and text type.		
Conventions: See grade level CCSS Grade Level Standards Pg. 26	<ul style="list-style-type: none"> ▪ Grammar and usage {L.K.1 (a-f)} ▪ Spelling, punctuation, and capitalization {L.K.2 (a-d)} ▪ Hears and records most sounds in words ▪ Capitalizes the first word in a sentence ▪ Capitalizes the pronoun I ▪ Uses upper and lower case letters appropriately within words most of the time ▪ Forms most letters accurately 			<ul style="list-style-type: none"> ▪ Uses end punctuation (period/question mark) correctly most of the time ▪ Records some medial sounds ▪ Many grade level high frequency words written correctly ▪ Uses spaces between words 			<ul style="list-style-type: none"> ▪ Writes initial sounds for most words ▪ Demonstrates progression from left to right and top to bottom ▪ Records some final sounds ▪ Uses punctuation, not always correctly ▪ Beginning to use spaces between words ▪ Upper and lower case letters used inconsistently 			<ul style="list-style-type: none"> ▪ No writing ▪ Unreadable ▪ Limited sound/letter correspondence ▪ Lines, symbols, or squiggles ▪ Random letters and numbers ▪ Random words ▪ No spaces 		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L(4)	H (3)	M (2)	L (1)
Holistic	48 47 46 45	44 43 42 41	40 39 38 37	36 35 34 33	32 31 30 29	28 27 26 25	24 23 22 21	20 19 18 17	16 15 14 13	12 11 10 9	8 7 6	5 4