EGUSD – Informative/Explanatory Text-Based Rubric, Grade ___K___

Holistic Score	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Opinion CCSS*: ➢ W – 2	• Responds with all statements related to the prompt	• Responds with all statements, phrases, and/or drawing(s) related to the prompt	• Responds with most statements, phrases, and/or drawing(s) related to the prompt	• Responds with some or no statements, phrases, and/or drawing(s) related to the prompt
Organization CCSS: ➢ W – 2	• Identifies topic in introductory sentence • Supplies some facts about the topic • Provides some sense of closure	• Identifies topic about which they are writing • Supplies some information about the topic	• Identifies topic about which they are writing in a student-dictated phrase or sentence • Attempts to supply some information but may be unrelated to topic	• Identifies opinion in drawing(s) or not at all • Supplies no information about topic
Language-Conventions of Grammar and Usage CCSS: ➢ L – 1a	• Prints all upper and lower case letters correctly • Demonstrates mastery of proper spacing between all words and word placement on the lines	• Prints many upper and lower case letters correctly • Demonstrates proficiency of proper spacing between most words and word placement on the lines	• Prints some upper and lower case letters correctly • Demonstrates some proficiency of proper spacing between words and word placement on the lines	• Prints few upper and lower case letters correctly • Demonstrates little to no proficiency of proper spacing between words and word placement on the lines
Language – Conventions of Capitalization, Punctuation, and Spelling CCSS: ➢ L – 2, a-d	• Capitalizes first word in a sentence, "I," and proper nouns correctly • Uses end punctuation correctly • Uses conventional spelling for words with common spelling patterns • Spells irregular and/or high-frequency words correctly	• Capitalizes first word in a sentence and the pronoun "I" • Uses end punctuation • Writes letters for most consonant and short-vowel sounds • Spells simple words phonetically	• Capitalizes first word in a sentence and the pronoun "I" occasionally • Uses end punctuation incorrectly • Inconsistently writes letters for consonant and short-vowel sounds • Spells some simple words phonetically	• Does not capitalize first word in a sentence or the pronoun "I" • Does not use end punctuation • Writes letters with little to no sound/spelling correspondence of consonants and short vowels • Spells few to no simple words phonetically

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "L"= Language strand)

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CA Common Core State Standards (CCSS) Alignment

NOTES: 1) In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (K) as well as the subsequent grade. Since the rubric score of "4" represents "above grade level" work, the 1st grade standards were referenced. 2) The "3 – At Grade Level" work would be a developmentally appropriate goal for the *end* of kindergarten; therefore, the rubric numbers are intended to show student progress as a developmental continuum.

The letter abbreviations are as follows: CCSS = Common Core State Standards   W = Writing   L=Language

Strand (Domain)	Kindergarten	1st
Writing	2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Language-Conventions of Grammar and Usage	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language – Conventions of Capitalization, Punctuation, and Spelling	(Note – these standards correspond in order to how they are arranged in the last box of the table.) 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

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