

K-1 Fiction/Non-Fiction Rubric

Category: _____

Grade Level: _____

Title: _____

	1- Experimenting	2- Emerging	3- Developing	4- Capable	5- Experienced
Ideas- The content of the writing. Ideas are strong when they are clear and focused, and move from the general to the specific.	<ul style="list-style-type: none"> ⑥ The piece conveys little meaning. ⑥ Real-life objects show up in drawings. ⑥ Drawings may not be completely recognizable. ⑥ Letters are not standard or consistent. ⑥ An oral reading by the writer is needed to understand the message. 	<ul style="list-style-type: none"> ⑥ One or more ideas are present in the most general way. ⑥ Letters and words can be picked out as clues to the topic. ⑥ The drawing helps to clarify the idea. ⑥ The text is composed of simple, recognizable letters with some early attempts at words. ⑥ The reader gets the basic idea but needs the writer's assistance to comprehend it fully. 	<ul style="list-style-type: none"> ⑥ The idea is written in several related sentences. ⑥ A simple statement with somewhat detailed pictures captures the topic. ⑥ Basic details are present in the text; the illustrations work to enhance the main idea. ⑥ The text contains real words. ⑥ Text and picture are understandable to the reader. 	<ul style="list-style-type: none"> ⑥ The writing works by itself to explain a simple idea or story. ⑥ The text has a storyline, it may be partial. ⑥ Key details begin to surface. ⑥ The writing makes sense, but some information may be missing or irrelevant. ⑥ Pictures and text work harmoniously to create a rich understanding of the topic. 	<ul style="list-style-type: none"> ⑥ The idea is clear and coherent. ⑥ The text is a thoughtful and well-developed storyline. ⑥ Elaboration through interesting details creates meaning for the reader. ⑥ The writer shows understanding of the topic through personal experience, or research. ⑥ Pictures enhance the key ideas, but aren't necessary for comprehension.
Organization- The skeleton of the writing. A sturdy framework that shows a sequence of thoughts and several pictures about the same event.	<ul style="list-style-type: none"> ⑥ The piece uses a title that is completely unrelated to story or theme, or does not use a title. ⑥ Letters (if present) are scattered across the page. ⑥ No coordination of written elements is evident. ⑥ Lines, pictures, or letters are randomly placed on the page. ⑥ Lines, pictures or letters are grouped haphazardly. ⑥ There is no sense of beginning or end. 	<ul style="list-style-type: none"> ⑥ The piece uses a title that has a slight connection (very generic) to story or theme. ⑥ Letters or words are used as captions. ⑥ Simple clues about order emerge in pictures or text. ⑥ The arrangement of pictures or text shows and awareness of the importance of structure and pattern. ⑥ Left-to-right, top-to-bottom orientation is evident. ⑥ No transitions are indicated. 	<ul style="list-style-type: none"> ⑥ The simple title states the topic, but doesn't capture the reader's attention. ⑥ The piece contains a partial storyline (e.g., has a beginning but not an ending, or may lack a middle section). ⑥ The piece is little more than a list of sentences connected by theme. ⑥ There is basic order with a few missteps. ⑥ There is more text at the beginning than in the middle or end. ⑥ The writer attempts transitions; sentence parts are linked with conjunctions (<i>but, and, or</i>). 	<ul style="list-style-type: none"> ⑥ The interesting title captures the central idea. ⑥ The writing starts out strong and includes a predictable conclusion. ⑥ The writer uses a pattern to spotlight the most important details. ⑥ Ideas follow a logical but obvious sequence. ⑥ The writing's pace is even; it doesn't bog the reader down. ⑥ Basic transitions (<i>next, one day, later, finally</i>) link one sentence to the next. 	<ul style="list-style-type: none"> ⑥ The title is thoughtful and effective; the reader wants to read more. ⑥ There is a clear beginning, middle, and conclusion. ⑥ Important ideas are highlighted within the text. ⑥ Everything fits together nicely. ⑥ The text slows down and speeds up to highlight the ideas and shows the writer's skill at pacing. ⑥ Clear transitions connect one sentence to the next.
Score _____					

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<p><i>Voice- The writer's passion for the topic coming through loud and clear. A range of emotions combined with sincere thoughts that keeps the reader turning the pages.</i></p> <p>Score _____</p>	<p>⑤ The reader is not sure why the writer chose this idea for writing. The writer tries to copy without purpose what he or she sees around the room.</p> <p>⑥ No awareness of audience is evident. The piece contains very simple drawings or lines.</p> <p>⑦ Nothing distinguishes the work to make it the writer's own.</p> <p>⑧ Feeling is erratically communicated through color, size, shape and line in drawings.</p>	<p>⑤ The piece is a routine response to the assignment.</p> <p>⑥ The writer copies environmental text but also adds an original bit. The text connects with the reader in the most general way.</p> <p>⑦ The drawings begin to reveal the individual.</p> <p>⑧ The barest hint of the writer is in evidence.</p>	<p>⑤ There are fleeting glimpses of how the writer looks at the topic.</p> <p>⑥ Touches of originality are found in the text and pictures.</p> <p>⑦ There is a moment of audience awareness, but then it fades.</p> <p>⑧ BIG letters, exclamation points, underlining, repetition and pictures are used for emphasis.</p>	<p>⑤ The writer takes a standard topic and addresses it in a nonstandard way.</p> <p>⑥ The writer tries a new word, interesting image or unusual detail.</p> <p>⑦ The writing speaks to the reader in several places.</p> <p>⑧ The writing captures a general mood such as happy, sad or mad.</p> <p>⑨ The writer begins to show how he or she really thinks and feels about the topic.</p>	<p>⑤ The writer "owns" the topic.</p> <p>⑥ The piece contains the writer's imprint.</p> <p>⑦ The writer is mindful of the piece's audience and connects purposefully with the reader.</p> <p>⑧ The tone is identifiable—bittersweet, compassionate, frustrated, terrified, and so on.</p> <p>⑨ The writer takes real risks, creating a truly individual piece of writing.</p>
<p><i>Word- Choice- Word choice is not about grammar. It's about selecting words carefully to craft fluent sentences and create a lasting image in the reader's mind.</i></p> <p>Score _____</p>	<p>⑤ Scribbling and random lines mark the page.</p> <p>⑥ Imitation letters may be present.</p> <p>⑦ There may be random strings of letters across the page.</p> <p>⑧ Writer uses his or her name.</p> <p>⑨ Few, if any, recognizable words are present.</p>	<p>⑤ Conventional letters are present.</p> <p>⑥ The letter strings begin to form words.</p> <p>⑦ Letter strings can be read as words even though the spacing and spelling aren't correct.</p> <p>⑧ Words from the classroom e.g., the board, displays or word walls are attempted.</p> <p>⑨ A few words can be identified.</p>	<p>⑤ Some words make sense.</p> <p>⑥ The reader begins to see what the writer is describing.</p> <p>⑦ One or two words stand out.</p> <p>⑧ Occasional misuse of words bogs the reader down.</p> <p>⑨ The writer tries out new words.</p>	<p>⑤ The writer uses descriptive nouns (e.g., Raisin Bran, not cereal) at times.</p> <p>⑥ The writer uses an active verb or two.</p> <p>⑦ There is very little repetition of words.</p> <p>⑧ The writer attempts figurative language.</p> <p>⑨ The writer "stretches" himself or herself by using different types of words.</p>	<p>⑤ The writer uses everyday words and phrases with a fresh and original spin.</p> <p>⑥ The words paint a clear picture in the reader's mind.</p> <p>⑦ The writer uses just the right words or phrase.</p> <p>⑧ Figurative language works reasonably well.</p> <p>⑨ Colorful words are used correctly and with creativity.</p>

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<p>Sentence Fluency- <i>Sentence fluency is the auditory trait, where we learn to read with our ears along with our eyes. It is both the grammar that makes a group of words a sentence and the way a sentence sounds to the ear.</i></p>	<p>⑤ It's hard to figure out how the elements go together. ⑤ Words, if present, stand alone. ⑤ Imitation words and letters are used across the page. ⑤ There is no overall sense of flow to the piece. ⑤ Only the writer can read the piece aloud.</p>	<p>⑤ Written elements work together in units. ⑤ Words are combined to make short, repetitive phrases. Awkward word patterns break the flow of the piece. ⑤ The reader gets only one or two clues about how the pictures and text are connected. ⑤ The reader stumbles when reading the text aloud and may have to back up and reread.</p>	<p>⑤ Basic subject-verb agreement occurs in simple sentences-e.g., "I jumped". ⑤ Sentence beginnings are identical, making all sentences sound alike. ⑤ Longer sentences go on and on. ⑤ Simple conjunctions such as <i>and</i> and <i>but</i> are used to make compound sentences. ⑤ The piece is easy to read at times, although it may contain repetitive or awkward sentence patterns.</p>	<p>⑤ Sentences are of different lengths. ⑤ Sentences start differently. ⑤ Some sentences read smoothly while others still need work. ⑤ Connectives are correctly used in long and short sentences. ⑤ Aside from a couple of awkward moments, the piece can be read aloud easily.</p>	<p>⑤ Different sentence lengths give the writing a nice sound. There is playfulness and experimentation. ⑤ Varied sentence beginnings create a pleasing rhythm ⑤ Different kinds of sentences (statements, commands, questions, and exclamations) are present. ⑤ The flow from one sentence to the next is smooth. ⑤ The piece is a breeze to read aloud.</p>
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<p>Conventions- The command a writer shows using grammar, punctuation, spelling, and capitalization and to help the reader navigate the text.</p>	<p>Ⓔ Letters are written in strings.</p> <p>Ⓔ Letters are formed irregularly.</p> <p>Ⓔ Spacing is uneven between letters and words.</p> <p>Ⓔ Punctuation is not present.</p> <p>Ⓔ The piece does not employ standard conventions.</p> <p>Ⓔ The reader's understanding is severely limited by lack of conventions.</p>	<p>Ⓔ The words are unreadable to the untrained eye.</p> <p>Ⓔ There is no intentional use of upper-and lowercase letters.</p> <p>Ⓔ Spacing between letters and words is present.</p> <p>Ⓔ The writer experiments with punctuation.</p> <p>Ⓔ The use of conventions is not consistent.</p> <p>Ⓔ Uses nonstandard grammar.</p> <p>Ⓔ Contains numerous errors in spelling, grammar and punctuation that interfere with the reader's understanding.</p>	<p>Ⓔ Spelling is inconsistent but readable.</p> <p>Ⓔ Upper-and lowercase letters are used correctly.</p> <p>Ⓔ Capitals mark the beginning of sentences.</p> <p>Ⓔ End punctuation marks are generally used correctly.</p> <p>Ⓔ The writing follows simple conventions.</p> <p>Ⓔ Attempts standard grammar.</p> <p>Ⓔ Contains several errors that may or may not interfere with the reader's understanding.</p>	<p>Ⓔ Spelling is correct or close on high-use words.</p> <p>Ⓔ Sentence beginnings and proper nouns are usually capitalized.</p> <p>Ⓔ The writer uses end punctuation and series commas correctly.</p> <p>Ⓔ The writer may try more advanced punctuation (dashes, ellipses, quotation marks) but not always with success.</p> <p>Ⓔ Only minor editing is required to show thoughtful use of conventions.</p> <p>Ⓔ Has noun/pronoun agreement, verb tenses subject/verb agreement</p> <p>Ⓔ Contains only a few errors that do not interfere with the reader's understanding.</p>	<p>Ⓔ High-use words are spelled correctly and others are easy to read.</p> <p>Ⓔ The writer applies basic capitalization rules with consistency.</p> <p>Ⓔ Punctuation marks are used effectively to guide the reader.</p> <p>Ⓔ One or more paragraphs with indenting are present.</p> <p>Ⓔ Conventions are applied consistently and accurately.</p> <p>Ⓔ Shows control over standard grammar.</p> <p>Ⓔ Uses grade-appropriate grammar, spelling and punctuation.</p>
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Presentation- <i>The measure of how much care a writer has put into the piece. Clear pictures and neatly planned text, create a finished, polished piece.</i>	<p>⑤ No margins are present.</p> <p>④ The use of white space is random and ineffective.</p> <p>③ The handwriting is messy and illegible.</p> <p>② There are many cross-outs, stray marks, or tears from erasing.</p> <p>① Little care went into this piece to make it readable or understandable.</p> <p>⑥ Uses illustrations that do not relate to the text.</p>	<p>⑤ Attempts at margins are inconsistent.</p> <p>④ The writing contains irregular chunks of white space.</p> <p>③ Letters slant in different directions and form different shapes and sizes.</p> <p>② Some cross-outs, marks and tears divert attention.</p> <p>① Only a last-minute attempt was made to create a readable piece.</p> <p>⑥ Illustrations and text are slightly connected.</p>	<p>⑤ Margins show awareness of left-to-right/top-to-bottom directionality, though they are not evenly spaced.</p> <p>④ White space is present but inconsistent in size.</p> <p>③ The handwriting is more legible at the beginning than at the end.</p> <p>② There are cross-outs and stray marks but only a few small smudges or tears from erasing.</p> <p>① The piece looks rushed. Illustrations and text are clearly connected.</p>	<p>⑤ Margins are present but not consistent.</p> <p>④ White space is used effectively, but words are often jammed at the end of lines.</p> <p>③ Most letters are formed correctly and legibly.</p> <p>② A few stray marks and smudges mar an otherwise pleasing appearance.</p> <p>① The overall presentation is organized with only minor distractions.</p> <p>⑥ Uses illustrations that enhance meaning.</p>	<p>⑤ The margins frame the text for easy reading.</p> <p>④ Pictures and text looked planned and work where they are placed.</p> <p>③ The handwriting is legible and consistent in form.</p> <p>② There are not stray marks, cross outs, or tears on the paper.</p> <p>① The overall appearance is neat and pleasing to the eye.</p> <p>⑥ There is a balance between the text and illustrations. The reader draws equal meaning from both.</p>
Score _____					