

**WRITING RUBRIC
GRADES K – 3**

**JOHN F. KENNEDY SCHOOL
2009 – 2010**

Student _____

		Kindergarten		Grade 1		Grade 2		Grade 3		Grade 4	
		EMERGENT WRITER		BEGINNING WRITER		INDEPENDENT WRITER		EXPERIENCED WRITER			
		Early EEW – 1	Advanced AEW – 2	Early EBW – 3	Advanced ABW – 4	Early EIW – 5	Advanced AIW – 6	Experienced EXR – 7	Very Experienced AXR – 8		
Development Meaning Language Use	<ul style="list-style-type: none"> • Uses drawings/symbols to convey ideas or information • Uses letters to stand for words 	<ul style="list-style-type: none"> • Uses drawings, letters, and minimal words to convey ideas or information • May label drawings with letters or words 	<ul style="list-style-type: none"> • May develop a topic or theme • Strings words together in sentence forms • Repeats names and favorite words 	<ul style="list-style-type: none"> • Establishes a topic or theme • Uses simple, repetitive sentences • May mimic sentence patterns and/or ideas as seen in other texts • Uses simple, repetitive vocabulary 	<ul style="list-style-type: none"> • Establishes a topic, theme or main idea supported with some detail • May vary sentence patterns • Includes some descriptive words • May demonstrate a developing sense of voice 	<ul style="list-style-type: none"> • Establishes a topic, theme, or main idea supported with ample detail • Uses varied sentence patterns • Includes relevant descriptive words • Demonstrates some sense of voice 	<ul style="list-style-type: none"> • Connects topic, theme, or main idea with other ideas/themes • Connects ideas to indicate point of view, sense of context, and/or characters • Presents and develops ideas with supporting details • Uses valid language and sentence patterns • Uses varied and descriptive vocabulary • Demonstrates a sense of voice • Writes appropriately to an audience 	<ul style="list-style-type: none"> • Connects topic, theme, or main idea solidly with other ideas/themes • Connects ideas to clearly present point of view, sense of context, and/or characters • Presents, develops, and celebrates ideas fully, using many supportive details • Uses varied and elegant language and sentence patterns • Uses varied, descriptive, and lively vocabulary • Uses strategies such as dialogue and suspense effectively • Uses expressive individual voice • Writes engagingly and appropriately to an audience 			
	Organization	<ul style="list-style-type: none"> • Writes in pictures or random letters that show little or no organization on the page 	<ul style="list-style-type: none"> • May demonstrate left/right and top/bottom organization of letter and pictures on the page 	<ul style="list-style-type: none"> • Demonstrates clear left/right and top/bottom organization of letters on the page • Uses sentence forms sometimes 	<ul style="list-style-type: none"> • Writes in sentences • Presents information • Can develop a theme, but sentences may not be in sequential order 	<ul style="list-style-type: none"> • Writes sentences in sequential order to develop a theme or present information • May include a beginning, middle, and end 	<ul style="list-style-type: none"> • Structures writing around themes with a clear beginning, middle, and end • Writing is easy to follow and understand 	<ul style="list-style-type: none"> • Presents ideas and information in clear order and logical sequence, making use of some of the following: paragraphs, transitions, introductions, and conclusions 	<ul style="list-style-type: none"> • Presents ideas and information in clear order and logical sequence, making simple use of the following: paragraphs, transitions, introductions, and conclusions • Structures writing so that it has distinctive shape and focus 		
		Conventions	<ul style="list-style-type: none"> • Makes marks and random letters to represent ideas, information, and words 	<ul style="list-style-type: none"> • Reproduces words from signs and other sources in environment • May use one or a few letters to represent a whole word • May use all capitals • Uses sound-symbol linkages, relying heavily on most obvious sounds of a word (i.e., beginning and ending consonants) 	<ul style="list-style-type: none"> • Writes legibly using recognizable words • Uses mix of capital and lowercase letters • May use spacing between words • Spells words phonetically 	<ul style="list-style-type: none"> • Writes legibly using recognizable sentences • Uses a mix of conventional and phonetic spelling • Uses punctuation, capitalization, and upper and lowercase letters sometimes 	<ul style="list-style-type: none"> • Uses conventions of standard written English, such as spelling, punctuation, capitalization, upper and lowercase letters, and verb tense often 	<ul style="list-style-type: none"> • Uses conventions of standard written English, such as spelling, punctuation, capitalization, upper and lowercase letters, and verb tense consistently 	<ul style="list-style-type: none"> • Demonstrates control of simple convention of standard written English, such as compound sentences and subordinate clauses; complex conventions begin to appear 	<ul style="list-style-type: none"> • Demonstrates control of simple conventions • Complex conventions are increasingly evident 	