

## Kindergarten: Informative/Explanatory Writing Rubric

*Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.\**

	4 - Exceeds	3 - Proficient	2 - Approaching	1 - Beginning
<b>Understanding</b>	Demonstrates a deep understanding of content	Shows a solid understanding of content	Demonstrates a limited understanding of content	Does not demonstrate understanding, or shows a misunderstanding, of content
<b>Organization/ Purpose</b>	States a topic and maintains a focus	<b>Names what they are writing about</b>	Topic of the piece is unclear	No topic evident or topic is unrelated to task
<b>Evidence/ Elaboration</b>	Relevant facts and details support the topic  Uses some academic and/or domain-specific vocabulary words	<b>Supplies some information about the topic</b>  <b>Uses words and phrases acquired through conversations, reading and being read to, and responding to text</b>	Facts and details used may be repetitive or vague  Uses a basic vocabulary	Facts and details are absent or irrelevant  Vocabulary is limited or repetitive
<b>Conventions</b>	Few, if any, errors in usage and sentence formation  Effective and consistent use of grade appropriate punctuation, capitalization, and spelling	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed  Adequate use of grade appropriate punctuation, capitalization, and spelling	Frequent errors in usage may obscure meaning  Inconsistent use of grade appropriate punctuation, capitalization, and spelling	Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured

\* Kindergarteners may meet the standard using a combination of drawing, dictating, and writing.

*Note: Descriptors in **bold** are taken directly from the CCSS for this grade level. Some of the language used in this rubric has been adapted from the SBAC and PAARC rubrics.*