

Kindergarten Common Core Writing Rubrics from HeidiSongs

Here are three different writing rubrics that I made that are based strictly on the Common Core State Standards for Kindergarten, using language taken right out of that document for informational, narrative, and opinion writing done at the Kindergarten level. These rubrics are provided to you free of charge for your use as a service to you and to your fellow teachers!

For more information about these rubrics, please read my blog post on them here:

<http://www.heidisongs.com/blog/2014/11/common-core-based-writing-rubrics-for-kindergarten-free.html>

However, if you would like to distribute the rubrics, I only ask that you send teachers to HeidiSongs.com to download them themselves, rather than you copying them and distributing them on my behalf. Also, please do not link the documents to your own blog post; rather link your post to my blog and send your readers to my blog to get the downloads. Thank you so much for your cooperation!

If your district administrators would like to use them throughout your entire district and put them on their server, please contact me for a letter of permission. I will gladly provide it, as long as the download includes a link to my website, www.heidisongs.com.

You will find the previous version of my Kindergarten Writing Rubric (not Common Core aligned) at the end of this document, along with my Chart of the Developmental Progression of a Child's Writing.

This chart may be useful in assessing preschool or Pre-K writing. The previous rubric may be useful to those of you not using the CCSS, so I included it for reference. You will also find other posts on it on my blog as well!

Kindergarten Informative Writing Rubric

(Created by Heidi Butkus; Based on and aligned with Common Core State Standards.)

Child's Name:

Not Yet	1	2	3	4	5	Standard Fully Met
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Foundational Skills	1	Understands that words are separated by spaces in print. (K.RFS.1C)	1	2	3	4	5
Writing Standards	2	Indicates a topic (such as with a title or topic sentence) (K.W.2)	1	2	3	4	5
	3	Provides a minimum of one sentence with a detail that supplies information on the topic. (K.W.2)	1	2	3	4	5
	4	Stays focused on one topic. (K.W.5)	1	2	3	4	5
Language Conventions	5	Capitalizes the first word in a sentence and the pronoun I. (K.L.2.a)	1	2	3	4	5
	6	Begins to recognize, name, and use end punctuation. (K.L.2.b)	1	2	3	4	5
	7	Writes a letter for most short vowel sounds. (K.L.2.c)	1	2	3	4	5
	8	Writes many letters legibly. (K.L.1.a)	1	2	3	4	5
	9	Spells simple words phonetically, using alphabetic principle. (K.L.2.d)	1	2	3	4	5

Description of Scores

- 5- Child has fully met or exceeds this standard.
- 4- Child is proficient but has not demonstrated complete mastery of the standard.
- 3- Child is showing progress towards meeting this standard.
- 2- Child is beginning to show progress, but is inconsistent.
- 1- Child's progress towards meeting this standard is not shown in this writing sample.

Note: The Common Core states that Kindergarten children may use a combination of drawing, dictating, and writing to compose. Keep this in mind for children that are not yet ready for formal writing or for those with special needs.

Considering this, you may wish to note the child's developmental writing stage below, along with any notes. Please refer to the HeidiSongs' Chart of the Developmental Progression of a Child's Writing to help determine the child's developmental writing level.

Kindergarten Narrative Writing Rubric

(Created by Heidi Butkus; Based on and aligned with Common Core State Standards.)

Child's Name:

Not Yet	1	2	3	4	5	Standard Fully Met
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Foundational Skills	1	Understands that words are separated by spaces in print. (K.RFS.1C)	1	2	3	4	5
Writing Standards	2	Writes about one single event or several loosely linked events. (K.W.3)	1	2	3	4	5
	3	Writes about the events in the order that they occurred. (K.W.3)	1	2	3	4	5
	4	Provides a reaction to what happened. (K.W.3)	1	2	3	4	5
Language Conventions	5	Capitalizes the first word in a sentence and the pronoun I. (K.L.2.a)	1	2	3	4	5
	6	Begins to recognize, name, and use end punctuation. (K.L.2.b)	1	2	3	4	5
	7	Writes a letter for most short vowel sounds. (K.L.2.c)	1	2	3	4	5
	8	Writes many letters legibly. (K.L.1.a)	1	2	3	4	5
	9	Spells simple words phonetically, using alphabetic principle. (K.L.2.d)	1	2	3	4	5

Description of Scores

- 5- Child has fully met or exceeds this standard.
- 4- Child is proficient but has not demonstrated complete mastery of the standard.
- 3- Child is showing progress towards meeting this standard.
- 2- Child is beginning to show progress, but is inconsistent.
- 1- Child's progress towards meeting this standard is not shown in this writing sample.

Note: The Common Core states that Kindergarten children may use a combination of drawing, dictating, and writing to compose. Keep this in mind for children that are not yet ready for formal writing or for those with special needs.

Considering this, you may wish to note the child's developmental writing stage below, along with any notes. Please refer to the HeidiSongs' Chart of the Developmental Progression of a Child's Writing to help determine the child's developmental writing level.

Kindergarten Opinion Writing Rubric

(Created by Heidi Butkus; Based on and aligned with Common Core State Standards.)

Child's Name: _____

Not Yet	1	2	3	4	5	Standard Fully Met
---------	---	---	---	---	---	--------------------

Foundational Skills	1	Understands that words are separated by spaces in print. (K.RFS.1C)	1	2	3	4	5
Writing Standards	2	Indicates a topic (such as with a title or topic sentence) (K.W.1)	1	2	3	4	5
	3	Provides a minimum of one sentence with an opinion or preference. (K.W.1)	1	2	3	4	5
	4	Stays focused on one topic. (K.W.5)	1	2	3	4	5
Language Conventions	5	Capitalizes the first word in a sentence and the pronoun I. (K.L.2.a)	1	2	3	4	5
	6	Begins to recognize, name, and use end punctuation. (K.L.2.b)	1	2	3	4	5
	7	Writes a letter for most short vowel sounds. (K.L.2.c)	1	2	3	4	5
	8	Writes many letters legibly. (K.L.1.a)	1	2	3	4	5
	9	Spells simple words phonetically, using alphabetic principle. (K.L.2.d)	1	2	3	4	5

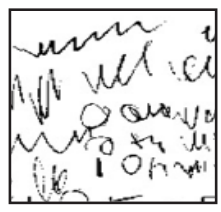
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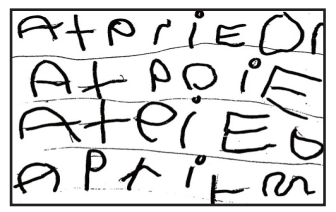
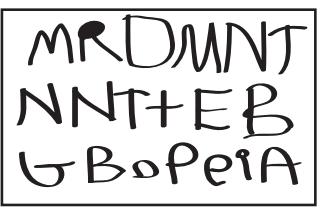
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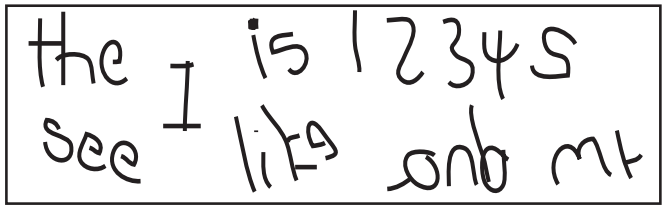
HeidiSongs' Kindergarten Writing Rubric



1. Pre-Writing
Includes: Drawing, scribbling, symbols that represent letters, and random letters with no relationship between letters chosen and the sounds in a word. Random letters do not progress from left to right.



2. Letter Strings
Letters progress from left to right and from top to bottom as the child "reads" their paper back to an adult. Letter sounds have no relationship between letters chosen and the sounds in a word.



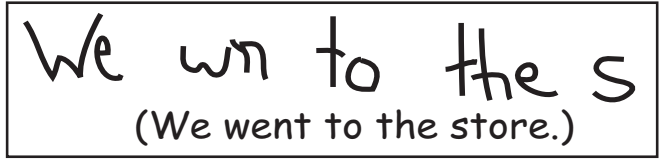
3. Environmental Print
Child copies words from the room around him. He usually does not know what words he has copied, and they do not form a sentence.



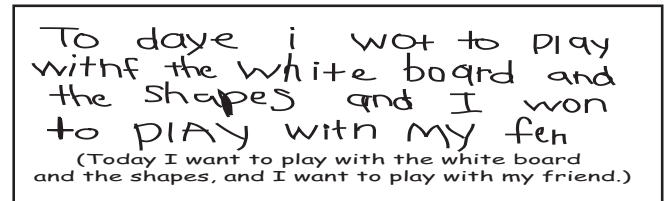
4. Sight Words in a Sentence
Child writes a sentence that he or she can read back. Spaces between the words are not necessary, nor is end punctuation. Any other words included that are not sight words were found as environmental print in the classroom.



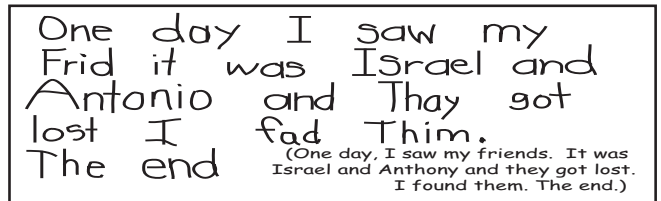
5. Beginning Sounds
Sentence includes sight words and some beginning sounds of a word that the child can read back. Vowel sounds and ending sounds in the words written with inventive spelling are not necessary. Spaces between words and end punctuation are not necessary.



6. Early Developmental Spelling
Uses sight words and some beginning sounds of a word in a sentence that the child can read back. Some ending sounds of words may begin to appear. There are spaces between most words. Punctuation is not necessary. Child also draws a matching picture to go with the sentence.

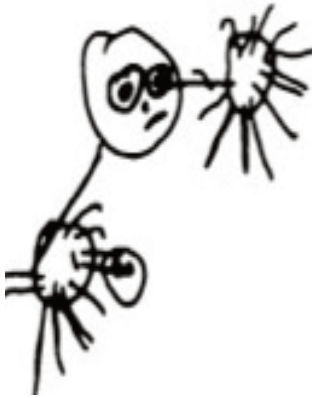


7. Developmental Spelling
There are spaces between all of the words. When using inventive spelling, some medial and ending sounds are written, including some vowels. Punctuation may be added but is not necessary. Child sticks to one topic, and also makes a matching picture.



8. Transitional Spelling
Child writes two or more sentences, using some real spelling that includes words with silent letters. Capitals and punctuation and spaces are used correctly at least some of the time. Child sticks to one topic, and also makes a matching picture.

HeidiSongs' Chart of the Developmental Progression of A Child's Writing



1. Pictures



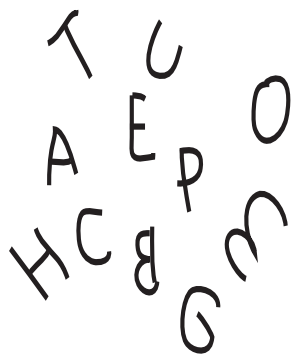
2. Random Scribbling



3. Scribble Writing
(Written in linear fashion to mimic real writing.)



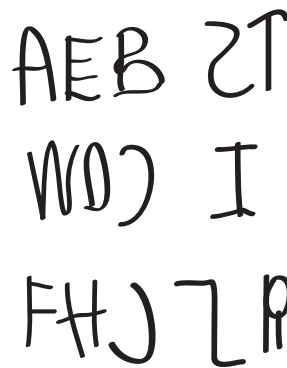
4. Symbols That Represent Letters



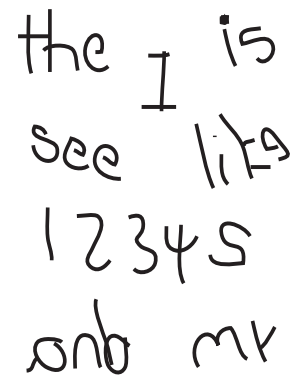
5. Random Letters
(No relationship between sounds of letters and what the child is trying to say.)



6. Letter Strings
(Progresses from left to right and top to bottom when the child "reads" his writing.)



7. Letter Groups
(The groups have spaces in between to resemble words.)



8. Environmental Print
(Child copies print found in the room, often without knowing what the words are.)

Theh canr
(The horse can run.)

9. Beginning Sounds
(Child begins to write simple sentences using sight words and just the beginning sounds of words.)

We wn to the s
(We went to the store.)

10. Early Inventive Spelling
(Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)

To daye i wot
to play withf the
white board and
the shapes and
I won to play
with My fen
(Today I want to play with the white board and the shapes, and I want to play with my friend.)

11. Inventive Spelling
(Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)

One day I saw
my Frid it was
Israel and Antonio
and Thay got lost
I fad Thim.
The end
(One day, I saw my friends. It was Israel and Anthony and they got lost. I found them. The end.)

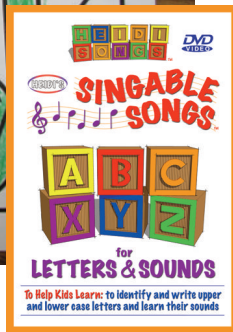
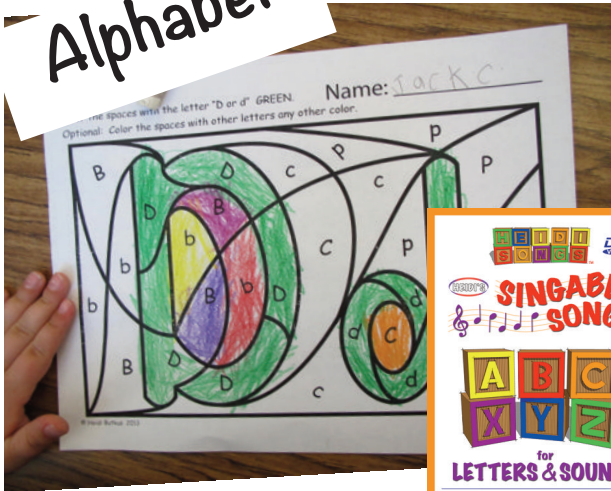
12. Transitional Writing
(Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)

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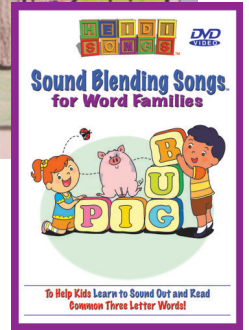
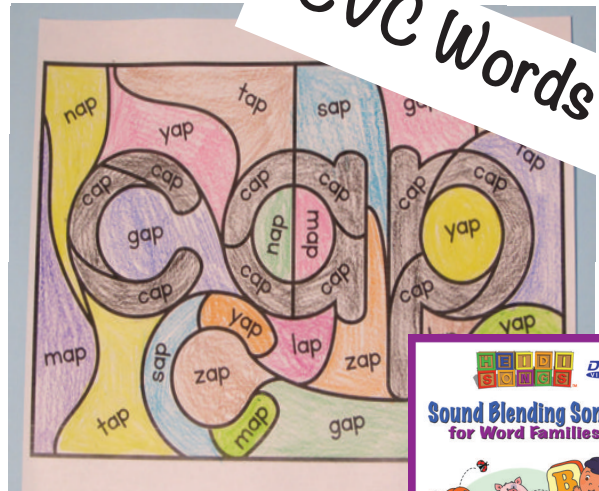
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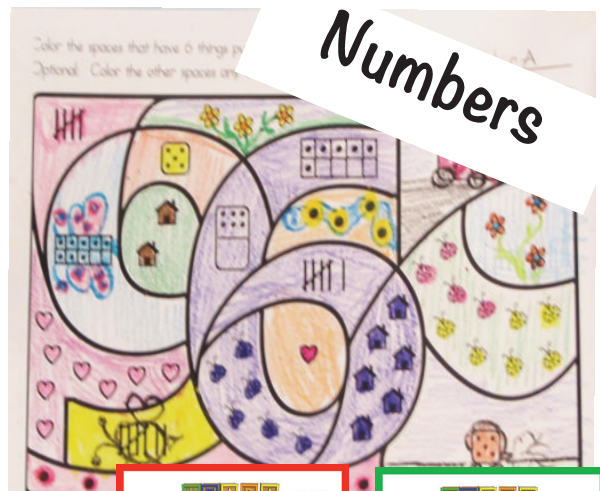
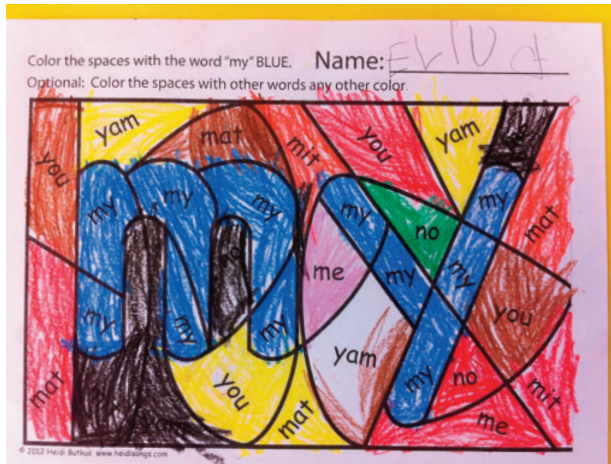
Alphabet



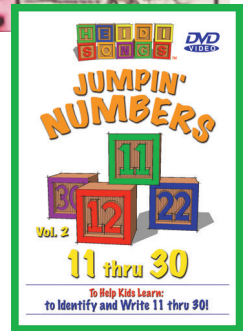
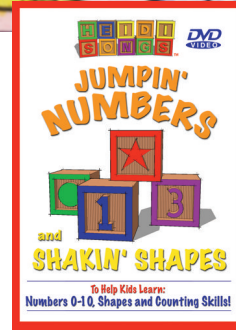
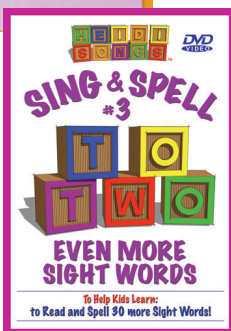
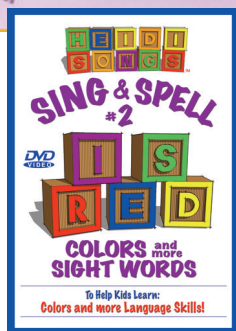
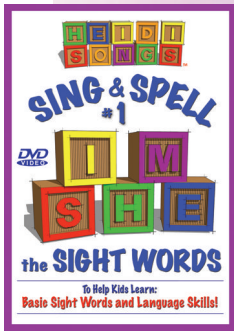
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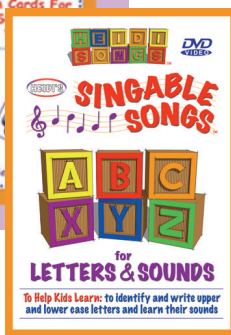
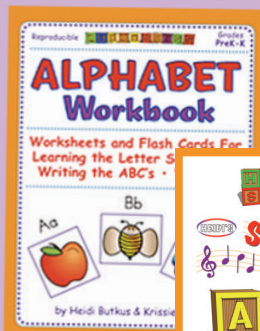
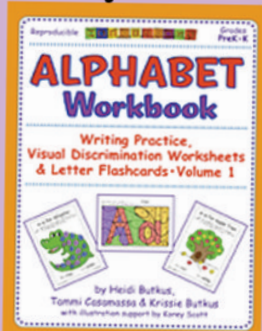
Numbers



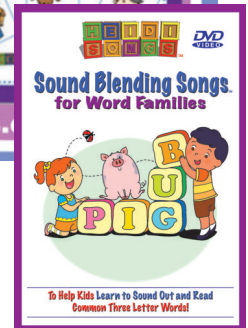
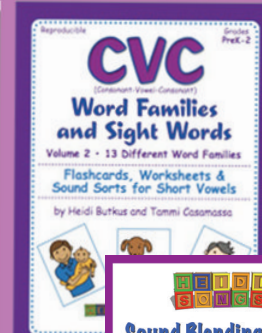
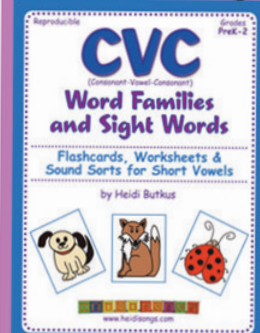
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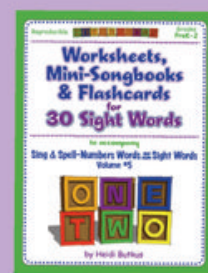
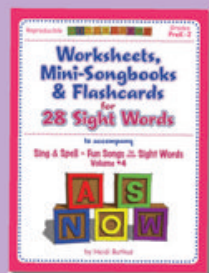
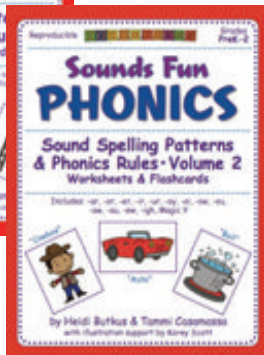
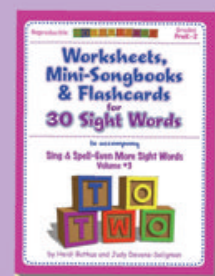
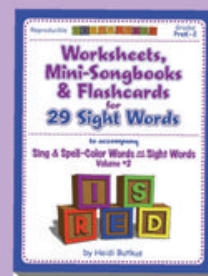
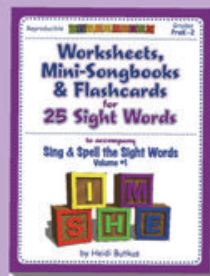


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